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RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

FINAL REPORT

Submitted by

The National Association of Social Workers/USA

and

The Association of Social Pedagogues and Social Workers/Russia

Subgrant Agreement No. NIS-2022-00-33
Period covered by report: July 1, 1994 - June 30, 1996

Prepared by:
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Eileen McGowan Kelly, ACSW
Director, Peace and International Affairs
Project Director, Russian NGO Social Sector Support
Project

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BACKGROUND

The Russian NGO Social Sector Support Project was designed by the Peace and International Affairs Program of the National Association of Social Workers (NASW) in 1993, based on consultations with NASW's Russian partner organization, the Association of Social Pedagogues and Social Workers (ASPSW), and Support Centers of America (SCA), as represented by its international branch, Support Centers International (SCI). Through this proposal, NASW was provided with a \$400,000 grant from the United States Agency for International Development (USAID), through World Learning, Inc. (WL), to implement the design over a 22-month period.

PURPOSE

The project was designed to increase the institutional, managerial and communications capability of the ASPSW's national office and six of its regional branches, as well as other social sector nongovernmental organizations (NGOs) within three of the six regions. It was assumed that the greater capability and sustainability of these organizations would, in turn, help mitigate the human suffering that characterizes most of Russia because of the transition from a command to a free market economy.

NEED FOR THE PROJECT

The difficult transition to a free market economy exacerbated social problems that were previously denied by the Soviet State. Increasing numbers of people required social assistance as the established system began to break down. Coordinated efforts were

required to: develop family foster care; cultivate community support for children who were raised in institutions and were reaching adulthood without independent living skills or job training; provide mental health services for children and families under stress; establish programs for addiction such as Alcoholics Anonymous; and direct those in need to soup kitchens, shelters, or other emerging charitable efforts.

In 1990, restructuring or "perestroika" began to address the restructuring of social welfare institutions, and in 1991 the profession of social work gained recognition. Prior to the political and economic transition, Russia had not professional social workers.

The term social worker in Russia currently covers diverse backgrounds: psychologists, untrained "friendly visitors," and "pedagogues" -- generalists who perform community, group, and preventive work. Formal education of social workers in Russia began recently with over 40 universities and training institutes having established social work programs that have trained an estimated 2,000 persons. The staff of these programs, however, were in need of technical assistance in training methodologies, exposure to international standards and accreditation policies, and access to information on the role of social work worldwide. In addition, at the time the project was designed, there was little or no collaboration or communication among organizations of social workers. Many Russians involved in social work agreed that a well-organized network could have considerable influence on social policies during this time of transition.

NASW partnered with ASPSW because it is one of the largest and most effective Russian organizations of social workers and social pedagogues, with an extensive network that reaches into the most isolated parts of Russia, as well as the cities. ASPSW needed to be strengthened through management training and improved communications, as well as the development of a network of Russian trainers who could continue to provide needed management and information skills once the project ended. In addition, the ASPSW, its regional branches, and local collaborating NGOs needed a framework through which they could strengthen their collaborative efforts. The project targeted those needs.

THE COLLABORATING ORGANIZATIONS

The National Association of Social Workers (NASW)

NASW is the world largest organizations of professional social workers with a membership of 154,000. NASW's purpose, broadly stated, is to strengthen the social fabric both domestically and globally through the formulation of sound public policies and effective human services. NASW has 55 chapters in all states, including Puerto Rico, the Virgin Islands, and Europe. NASW members are professional social workers employed in a variety of settings -- child welfare agencies, shelters, community centers, schools, hospitals, community health and mental health centers, job training centers, and businesses. NASW is especially concerned about ensuring the provision of appropriate, high-quality services to individuals and improving the quality of life in the broader community. Furthermore, NASW is actively promoting family-centered and community-based approaches to social development and service delivery. The Association is also integrally linked with the world community of social workers through

its Office of International Affairs, which has networks in place to facilitate exchange of professionals and knowledge, and to provide international training and technical assistance.

Association of Social Pedagogues and Social Workers (ASPSW)

ASPSW, a non-profit voluntary organization, was founded as the Russian branch of the All-Union Association of Social Pedagogues and Social Workers in December of 1991. It was officially registered by the Ministry of Justice of the Russian Federation on May 14, 1992 (registration number 932) with the status of, "all Russia." It incorporates on a voluntary basis social pedagogues and social workers of the Russian Federation.¹

As of January 1995, ASPSW had a membership of 14,000 individuals and 216 organizations. ASPSW has 54 regional branches with whom the national office works closely. The largest branches are located in the Republic of Mary El, Tatarstan, Saha-Yakutia, and Tuva. The Association publishes a professional journal, books, and manuals on social work. At the heart of the ASPSW mission is the creation in Russia "of a system of non-governmental, voluntary and private organizations, called upon to address social problems," and provide a system of social security and social welfare. Further, the ASPSW considers one of its major tasks to be "the development of a network of non-governmental social work services in the form of small community, settlements, and rural Centres, with a combined form of property, flexible structure, and specialization in conformity with the existing social problems of the population of a given region, city, or settlement."

Support Center International (SCI)

SCI is the international division of Support Centers of America (SCA). Founded in 1971, SCA is the oldest and largest provider of management training, consulting, and information to nonprofit organizations in the United States. Its network of 15 centers serves private voluntary organizations (PVOs) and their boards and staff in the US and around the world. SCI, SCA's overseas division, provides the same type services as SCA's domestic centers.

PROJECT DESIGN

GEOGRAPHIC LOCATIONS

During the design phase, the project focused its institutional strengthening activities on six distinct geographical regions of Russia. More intensive community-based activities were

¹ According to the ASPSW, "social pedagogues" are social work generalists who focus on preventing illness, diagnosing problems, differentiating problems, and referring to other social workers for specialized assistance.

planned for three of the six regions because of the seriousness of the social problems there. In addition, the project sought to strengthen the institutional capability of ASPSW's national office, which is located in Moscow. While some of the training activities would take place in Moscow, the beneficiaries of these activities would be representatives of the six targeted regions, as well as the national office of ASPSW.

The six regions initially targeted were:

1. Tuva
2. Sakha-Yakutia
3. Mary El
4. Taymyr
5. Komi
6. Stavropol

METHODOLOGY

It was initially assumed that the project would draw on NASW's recognized expertise in social work and the more than 20 years' experience of Support Centers of America (SCA) in strengthening nonprofits in the United States. It was planned that the project would draw on nearly two dozen training modules that had been developed by SCA specifically to address the management, training and information needs of NGOs.

The first year would see the project concentrate on building the management capacity of the ASPSW's national office and six regional branches, training a cadre of regional trainers, upgrading the ASPSW's communications and information systems, and providing an Action Planning framework for sustainable, collaboration with local NGOs and governmental organizations.

This would be achieved through the following:

- National Action Planning Workshop
- Management Training Workshops
- Training of Trainers (TOT)
- Upgrading Communications and Information Systems
- Technical Assistance Volunteers

The second year would see the project expand its activities to the regional branches, while providing additional core management and technical writing training to ASPSW's national office. The emphasis during the second year would be to build the capacity of three priority, regional branches to collaborate with local NGOs on social sector projects. This would be accomplished through the following:

- Regional Action Planning Workshop
- Regional Management Workshops for Local NGOs
- Collaborative ASPSW/Local NGOs Social Service Sector Project
- Technical Assistance Volunteers

MODIFICATIONS TO THE DESIGN

Overall, the project design held up remarkably well during the 22 months of its implementation. The goals and objectives remained intact. Modifications were made in the number of regional branches that participated in the project, some of the geographic locations, and the methodology.

Project Participants and Geographic Locations

After additional consultations with ASPSW leaders, it became clear that the number of regional branches must be increased from six to eight. A careful review and realignment of the budget made it possible to do this. For example, ASPSW leaders priced computers and other communications equipment well below the figures in the project budget, which allowed equipment to be purchased for eight instead of six branches; and Core Management workshops were held mostly in the regions, where costs were lower and some regional branches assumed responsibility for some of the expenses.

In addition, negotiations between ASPSW leaders and the NASW project team resulted in a modified list of regional branches. According to ASPSW leaders, two ASPSW regional chapters in Taymyr and Komi would not be able to provide the level of in-kind contribution required for the project. The eight regions that were agreed upon were:

1. The Autonomous Republic of Tuva
2. The Autonomous Republic of Mary El
3. The Autonomous Republic of Sakha-Yakutia
4. Stavropol Territory (Kray)
5. Altai Territory (Kray)
6. Tambov Oblast'
7. Borovsk of Kaluga Oblast'
8. Igrim of Tyumen Oblast'

Four of the regional branches are in European Russia, while the other four are in Asian Russia, in Siberia.

Curriculum Design and the Partnership

After the first workshop -- *Action Planning* -- was held in Moscow October 5-7, 1994, it became evident that the NASW project team would have to be innovative and creative in meeting the management training needs of its Russian partners. The management training modules made available by Support Center International (SCI) were too generic. In addition, SCI did not have training modules for many of the topics identified during the first workshop, specifically:

- Collaboration between Government, Business, and Civil Society
- Conducting Needs Assessments
- Resource Development (instead of fundraising)

- A Theoretical Framework for carrying out the Management Training (Three Sector Model of Society: State, Market, and Civil Society)
- Problem-Solving and Decision-Making Tools
- An Organizational Development approach to strengthening ASPSW

Therefore, NASW, ASPSW, and SCI agreed not to include SCI in the project but to instead hire directly their lead trainer. In addition, SCI was undergoing internal changes in its relationship with its headquarters that would have made it difficult to fully participate in the project.

With no training modules to rely upon, NASW's lead trainer designed workshops and prepared materials specifically to meet ASPSW's needs. The project manager worked with ASPSW to adapt and translate these materials before each workshop. The following workshops were designed:

Action Planning Workshop

This first workshop was critical, in that it would set the tone for future workshops, as well as establish relationships between the Russian and American partners. Among the topics covered during this workshop were:

- **Climate Setting:** Special attention was given to setting the stage for an interactive, participatory approach to learning, which was a new training method for most Russian participants.
- **Values Analysis:** Participants were asked to brainstorm and make a list of Communist values and their association's values and to then compare and contrast the two. The values of the ASPSW had never been discussed before this workshop.
- **Stakeholder Analysis:** Participants were asked to identify the key stakeholders of ASPSW -- individuals, groups, and organizations.
- **Problem Wheel:** Participants were shown how to apply the problem wheel to break down a seemingly complex problem into its component parts and to then identify which components were under their control, their influence or simply had to be accepted as they were.
- **Action Plan:** Participants together with the NASW project team agreed that future workshops would include the following topics: Needs Assessment, Project/Program Planning, Proposal Writing, and Resource Development.

Except for the climate setting exercise, all of the sessions involved: a) an explanation of a concept in plenary session; b) practical application of the concept in small groups; c) presentations of results by groups to all workshop participants in a plenary; d) application of newly learned methods back in their regions; and e) presentations of results in a plenary at the next workshop. This became standard operating procedure throughout the workshops.

Needs Assessment/Project Planning

This workshop introduced participants to the theory and some of the methods of Participatory Rapid Appraisal (PRA), including the use of secondary sources of data

on the community, direct observation, semi-structured interviews, construction of diagrams, ranking, analysis, innovation assessment, structural research, and on-the-spot analysis.

The Project Planning workshop demonstrated how one could take the information gathered in a PRA and use it to design a project in response to identified needs. The methodology included the following: introducing project planning, introducing problem analysis, verifying project feasibility, affirming/defining project purpose, developing project goals and objectives, determining project tasks, developing a responsibilities chart, identifying and securing resources and commitments, monitoring and evaluating, and planning regional projects.

Training of Trainers

Because of the broad training needs reported by the participants, we facilitated an abbreviated Training of Trainers (TOT) workshop rather than providing it independently as initially planned. We introduced Russian participants to group dynamics, how adults learn, how to evaluate a trainer, and the most effective methods for training adults. We also presented several tools for improving communication skills.

Resource Development, Proposal Writing

The Resource Development Workshop sought to emphasize that fundraising is only one of the methods that can be used by an NGO to obtain much needed resources. To highlight this point, the lead trainer developed a matrix that lists the types of resources that exist and how they can be obtained. Participants used the matrix to analyze the resource needs for their own projects.

The Proposal Writing Workshop was used to train participants on how to write a proposal and how to use the proposal writing process as an opportunity for examining an NGO's management and programmatic capabilities.

Strategic Planning Workshop

The objectives of this workshop were to: a) review organizational development skills learned during the previous workshop; b) introduce strategic planning as a tool that can be used as a means to build and/or strengthen an NGO, analyze the effectiveness of an organization, or prepare a realistic plan that takes into consideration an organization's internal and external environments; c) introduce systems thinking as a management tool for identifying interrelationships and observing processes of change; d) provide a theoretical basis for the project based on the three sector model of society, as well as chaos theory and the science of complexity; and e) prepare six-month strategic plans for each of the eight regional affiliates to be prepared by the workshop participants and presented at the next workshop. Methods applied included the following:

- Values Analysis
- Stakeholder Analysis

- Vision Statement
- Mission Statement
- Key Results Areas
- SWOT Analysis
- Responsibilities Chart

Collaboration Workshop

As the last of the Core Management workshops, this training program was designed to train participants on various types of collaborative institutional arrangements, such as service contracts, joint ventures, subcontracting and technical assistance, and to identify opportunities for interorganizational cooperation within the three sector model for Civil Society -- the State, the Market, and NGOs. Other objectives were to prepare participants for the second phase of the project, which would concentrate on strengthening collaborative efforts in the implementation of social sector projects designed by the regional branches in the first phase of training and to provide training on managing differences; the basics of decentralization, including its various forms, when to implement it and how; identifying potential collaborators to help solve identified local problems; identifying potential collaborators to help strengthen an NGO's critical operating tasks and strategic management tasks; and on additional problem-solving tools.

Regional Action Planning Workshops

The purpose of these three workshops -- in Barnaul, Mary El, and Tambov -- was to provide a framework that would allow the three selected regional branches to collaborate with local government agencies, businesses, and other NGO's in designing and implementing projects of common concern.

Although only three Regional Action Planning workshops were called for and budgeted, seven workshops were carried out. The workshops included:

An Action Planning Workshop in the capital of Mary El. Several projects were designed by workshop participants, who represented all three sectors. A second Action Planning Workshop was facilitated in the city of Volzhsk, also with representatives of the three sectors. This workshop was an additional activity, with expenses covered by the city of Volzhsk.

An Action Planning Workshop in Barnaul, Altai. Although the Altai Branch of ASPSW wanted to concentrate the workshop on its proposed project, participants designed two additional projects. Representatives of three sectors participated in the workshop.

An Action Planning Workshop in Tambov. Representatives of three sectors gathered in Tambov to design several social sector projects and agreed to collaborate in implementing the projects.

An Action Planning Workshop in Berozevo. The Igrim Branch of ASPSW paid the expenses for conducting a workshop with representatives of the three sectors

from Berozevo, including the region's top government officials. The workshop focused on unemployment among native peoples of the region, as well as problem-solving and decision-making tools.

An Action Planning Workshop in Igrim. The Igrim Branch of ASPSW paid the expenses to conduct this workshop with the social work students of the Igrim Lyceum. The workshop helped students to design their projects.

Participatory Needs Assessment in a Khanty Village. The Igrim Branch of the ASPSW also paid the expenses to conduct this workshop. It included more than 100 villagers, more than 25 social work students, and top government officials from Berozevo.

Wrap-up Workshop in Moscow. This workshop, was not part of the original design, but was judged to be necessary to focus on the sustainability of ASPSW and closure of the project. Among the topics examined were: a new organizational structure for ASPSW, relationships between the headquarters and the branches, and accreditation of schools of social work.

Originally, the project design included sending technical assistance volunteers to three of the original eight regions to help the regional branches reinforce lessons learned during the Core Management workshops. After consultations with ASPSW leaders and representatives of the branches, it was decided to send only a few volunteers for a short period of time. The trainees felt that their other responsibilities in the community would make it impossible to make good use of volunteers on a longer term basis.

PROGRESS AND RESULTS IN RELATION TO OBJECTIVES AND ACTIVITIES

OBJECTIVE 1.0: TO STRENGTHEN THE MANAGERIAL, COMMUNICATIONS, AND PROGRAMMATIC CAPABILITY OF THE ASPSW HEADQUARTERS AND EIGHT OF ITS REGIONAL AFFILIATES

Achievements

- All ASPSW participating branches revised the mission and vision of their organizations and developed new plans in alignment with their revised mission statements. Most began structural reorganizations.
- Four ASPSW participating branches (Tambov, Altai, Igrim, Stavropol) established for the first time a Board of Directors which includes leaders in the field. In March 1996, ASPSW elected new members to their Board of Directors who would play key roles in providing policy direction, fund-raising, lobbying, and public relations.

- New staff positions were created and filled. The Tambov chapter established a position of Director of Public Relations; the Stavropol branch hired an executive director; ASPSW headquarters hired a vice director on relations with branches and affiliates and a specialist on conflict resolution.
- ASPSW headquarters developed a written document to describe the roles, responsibilities and relationships between the headquarters and affiliates.
- Participants from Borovsk, Tuva, Stavropol, Altai, Tambov and Igrim undertook for the first time a strategic planning process, utilizing the skills and concepts learned during the Strategic Planning Workshop in May 1995. As a result, they reached consensus on their values, vision and mission; assessed their internal and external environments; and prepared strategic plans. Tambov has a three and six month plan; Tuva and Altai have one and two year plans; and Stavropol has a one year plan.
- The eight participating ASPSW chapters and headquarters developed action plans that addressed strengths, weaknesses, opportunities, and threats (SWOT) for key areas of managerial concern.
- ASPSW headquarters and the eight branches regularly use most managerial tools transferred to them during core management workshops and regional action planning workshops. They report that most often they use stakeholder analysis, problem wheel problem solving methodology, SWOT analysis, participatory rapid appraisal (PRA), and values analysis.
- Each of the eight regional affiliate organizations has developed a new project in collaboration with one or more organization and/or governmental unit. Several have secured supplementary funds for projects from local sources. For example, Tambov chapter received government funds to conduct PRA and, based on the funding of the appraisal, developed a social assistance program for the unemployed that the government has agreed to sponsor.
- A detailed log frame has been developed for the project as a means of monitoring activities and evaluation of the project. An independent evaluation of the first year of the project was made by Alexey Kuzmin. (**See Appendix 1**).
- Communications from three chapters flows through E-mail and from all chapters (except Tuva) through fax to ASPSW headquarters in response to ASPSW requests and vice versa.

Changes In Strategy/Approach

- As the partnership between NASW and ASPSW developed, it became apparent that there was no need for the type of Materials Advisory Committee SCI initially proposed. Instead, the Russian project manager worked with ASPSW to translate

and adapt materials, and the materials were further refined during the course of workshops.

- NASW and SCI agreed to contract directly with trainer, Alex Drehsler, rather than through the SCI organization.
- NASW drafted an agreement with ASPSW but, after reviewing it with our Project Officer in Moscow, we decided that it was too formal and unlikely to facilitate the further development of the partnership. Instead, NASW wrote consulting contracts with the leadership of ASPSW, and ASPSW headquarters wrote agreements with the affiliate organizations participating in the project.
- During Phase I, we limited US volunteer participation to one individual -- Lowell Jenkins, who served as a member of our Core Training Team. This provided for the continuity in trainers that we found to be vital to our success. During Phase II, we sent four volunteers (three Americans and one Russian) to ASPSW regional chapters that asked for technical assistance.
- The Project Manager served as the Russian trainer for the project.

SUBJECTIVE 1.1: TO FACILITATE A NATIONAL ACTION PLANNING WORKSHOP

Achievements

- A national Action Planning Workshop was held in Moscow in October 1994. Sixteen Russians and three Americans participated. A complete report on the workshop is provided. (See Appendix 2).

Changes In Strategy/Approach

- The workshop was organized as planned, but we learned quickly about the need to be flexible in both training methodology and content. For example, the location of the training sometimes needs to be changed because of room temperature, size, or other reasons; time allotted for specific activities may have to be altered to meet training needs or other developments, such as an unanticipated meeting with a city official.

SUBJECTIVE 1.2: TO PROVIDE CORE MANAGEMENT TRAINING FOR ASPSW HEADQUARTERS AND EIGHT REGIONAL BRANCHES

Achievements

- Seven core management training workshops have been delivered to headquarters and regional representatives. Topics have included Action Planning (including needs

assessment, values analysis, stakeholder analysis, and problem solving), participatory rapid appraisal, project and program planning, interviewing techniques, proposal writing, training of trainers' methodologies, resource development, evaluation and strategic planning. The final workshop focused on organizational development, especially as it relates to the roles and responsibilities of the national Board of Directors and the headquarters and those of the regionally based affiliated organizations, and on collaboration and conflict resolution. A map and detailed reports on the workshops were produced. **(See Appendix 3).**

Changes In Strategy/Approach

- As a result of NASW/ASPSW negotiations early on in the project, it was decided to include eight rather than six affiliate organizations in the training. This enabled us to meet the criteria of both partners in selecting the regions. We accommodated additional expenses by operating in a very low-cost manner and holding training workshops in conjunction with national ASPSW conferences which enabled us to use other funding sources to cover some participant travel costs.
- In conjunction with core management training workshops, we provided at our partner's request, training in social work as well as management. We also provided a variety of social work resources -- books, journals, standards for practice, CD-ROM disks, and so on to the Moscow headquarters and regional affiliates. Mary El, Tuva, Igrim, and the Moscow office hired interpreters to translate these materials.

SUBOBJECTIVE 1.3: TO ENABLE THE ASPSW NETWORK TO ESTABLISH AND MAINTAIN A COMMUNICATIONS AND INFORMATION SYSTEM.

Achievements

- Designed a technical writing training strategy that incorporates information and experience related to technical writing throughout all workshops rather than providing it in a separate training curriculum.
- Project participants used their computers to develop materials (brochures, reports, pamphlets, etc.) on their affiliates and new projects. For example, the Tambov branch issued a brochure on their affiliate and on the unemployment project that is underway in collaboration with their local government. Raisa Kulichenko, branch president, disseminated these materials during NASW's 1995 annual meeting in Philadelphia, Pennsylvania. Altai branch issued a pamphlet on the Altai regional Center on Coordination of NGOs in the Social Sector. **(See Appendix 4)**
- The project team provided feedback on reports and brochures prepared by project trainers to strengthen their ability to present information in a concise, coherent and comprehensive fashion. They provided training and technical assistance to the Russian project manager for the same purposes.

- The book "Human Social Protection: regional models" (2,000 copies) published by ASPSW headquarters and funded by World Learning, has been disseminated all over the country. In this book project participants described their new social projects developed during workshop trainings and follow-up on work in their home regions.
- Most regional participants (Borovsk, Yakutia, Igrim, Altai, Mary El, and Tambov affiliates) produced and disseminated video tapes on their local work. These videos are available through ASPSW and NASW.
- E-mail communication was established at the NASW office, for the Russian project manager, ASPSW headquarters, and Tambov and Altai branches. **(See Appendix 5).**
- ASPSW has devoted two issues of its *Social Work* journal to the project. It also published in this journal training materials and new social projects in participating regions. **(See Appendix 6).**
- Project activities were widely covered by both countries the US and Russia. Most project participants developed good contacts with mass media. Mary El Branch reported that media coverage of their participation in the project resulted in an increased number of social work volunteers for the chapter. Tambov chapter and Borovsk chapter signed contracts with local TV stations to broadcast information on the social situation and social work in their regions (Tambov - on weekly basis, Borovsk - twice a month). **(See Appendix 7).**

Changes In Strategy/Approach

- The decision to infuse technical writing training was based on time limitations. NASW and ASPSW agreed that priority needed to be placed on the other training workshops that have been implemented.

SUBOBJECTIVE 1.4: TO CONDUCT A TRAINING OF TRAINERS PROGRAM

Achievements

- Designed a training of trainers strategy that infuses training of trainers methodology and learning principles throughout all workshops. Participants used principles for effective training in the training they provided in their regions as well as criteria for evaluating the delivery of the training provided by the Americans.
- Conducted a session on principles for effective training. Reinforced and expanded learning related to adult learning and training.
- Provided individual consultations to project participants regarding training they are conducting in their home regions.

- Project trainees have transferred the skills they have learned during training workshops to thousands of others in their home regions -- government officials, business people, members of political parties, social work students and others. For example, participants from Borovsk, a town in Kaluga Province, have been hired by their local government to train government officials in the methodologies they learned through the project.
- The project manager has served as the Russian trainer for the project.
- Organized a study tour in the USA for the Chair of the Tambov affiliate, Professor Kulichenko. She attended and made a presentation at the NASW Annual Meeting of the Profession in Philadelphia Pennsylvania, and visited NASW's national office and other NGOs in Washington, DC
- The ASPSW headquarters participated in World Learning training in Niznnii, Novgorod, and Petersburg. Leaders of the Altai chapter, Mary El chapter and the ASPSW president participated in a training provided by World Learning on human resources development.
- Recommended the project interpreter and head of the ASPSW Perm affiliate, Valentina Kataeva, for a training of trainers program sponsored by John Hopkins University. She successfully completed the program.
- Project team used the training materials from the workshops to write a training manual that was widely disseminated by the ASPSW. **(See Appendix 8).**
- ASPSW executive director, Victor Smirnov, conducted a training seminar on the methodologies he learned during the workshops for representatives of the Latvia Association of Social Workers.

Changes in Strategy/Approach

- The decision to infuse the training of trainers program was based on time limitations. NASW and ASPSW agreed that priority needed to be placed on other training workshops that were implemented.

OBJECTIVE 2.0: TO STRENGTHEN AND EXPAND NETWORKS OF SOCIAL SECTOR NGOS IN EIGHT TARGETED REGIONS

Achievements

- As part of their post-training assignments, project participants developed a listing of all social sector NGOs in their regions and initiated contact with most of them. Hundreds of NGOs have been identified.
- The Stavropol affiliate developed a directory of NGOs in the region. It is selling the directory to fund its organizational programs.

- In a May 1995 project evaluation survey, all regions noted that one of the benefits of the project has been that it has strengthened and expanded their relationships with other NGOs in their communities.
- A quarterly project bulletin was published since April 1995 to keep other NGOs and NASW members informed of project activities. **(See Appendix 9).**
- ASPSW established several new affiliate organizations in the Arkhangelsk region, Nizhegorodsk region, Magadan region, Republik of Kalmykiya, and Chechen Republic, city of Groznii. By the Initiative of several NGOs including "ASPSW" and "Interlegal," 21 NGOs of Russia organized a press conference on the eve of Parliamentary elections. As a result of this conference they issued a joint document, "Civil Request for Politicians."
- Stavropol branch established four new affiliates in urban and rural areas.
- ASPSW established two new NGOs under its umbrella that were registered in 1995, namely "The Russian Association of Schools of Social Work," and the Russian Union, "Children's and Youth's Social Initiatives."
- A project brochure in Russian and English was developed and widely disseminated. **(See Appendix 10).**

Changes in Strategy/Approach

None

SUBOBJECTIVE 2.1: TO SECURE A COMMITMENT OF LOCAL NGOS AND/OR NASCENT GROUPS TO PARTICIPATE IN ASPSW NETWORK.

Achievements

- Representatives of ASPSW regional chapters participating in the project held meetings with government agencies from local social-sector networks to discuss top priority local social services problems and the role of NGOs and governmental organizations in solving them. They also addressed the development of new resources to support local social service activities.
- ASPSW chapters established good working relationships with NGOs in their regions. All this, positively influenced the quality of social work and social service provided in the regions. For example, 200 NGOs had close business-like relations with ASPSW at the regional level, and over 10 NGOs at the federal level. **(See Appendix 11).**
- ASPSW and Interlegal organized and promoted a press conference along side 21 other Russian NGOs, on the eve of the Parliamentary elections. The NGOs issued a joint document entitled "Civil Request of Politicians."

- The Mary El chapter received a grant from the State Assembly and has been involved in preparing legislative documents on social policy in the Republic of Mary El.
- The Altai chapter has worked on a packet of recommended social protection legislation for its region.
- Two businesses have signed contracts with the Tambov affiliate to carry out an organizational diagnosis of their firms.
- Project participants from Moscow, Mary El, Tuva, Tambov, Stavropol, and Altai incorporated new skills from project training into the curriculum of several schools of social work.
- Twenty graduate students at the Institute for Social Pedagogy and Social Work, directed by ASPSW president, Dr. Valentina Bocharova, chose topics for their thesis that are related to findings, developments and methodologies introduced by the project. Two project participants from Stavropol and Mary El recently defended their dissertations and received Ph.D. degrees in social work.

Changes In Strategy/Approach

- Most efforts on this Subobjective were initially planned for Phase II of the project, but activities began to take place in Phase I

SUBOBJECTIVE 2.2: TO CONDUCT REGIONAL ACTION PLANNING WORKSHOPS

Achievements

- These workshops were held in January-March, 1996 in Ioshkar-Ola, Barnaul and Tambov. In addition, Action Planning Workshop were conducted in Kyzyl in September, 1995, in Volzhsk (Mary El), and in Moscow. In Berezovo and Igrim (Tymen region), these workshops were conducted at the expense of local organizations. **(See Appendix 12).**
- Training materials were adapted, translated and widely disseminated in all workshop regions
- Project trainees were trained to provide core management training in their regions.

Changes In Strategy/Approach

- In addition to the three workshops required, five more workshops were conducted at the expenses of the local organizations.

SUBOBJECTIVE 2.3: TO CONDUCT A LOCAL CORE MANAGEMENT TRAINING PROGRAM

Achievements

- Project trainers transferred the skills they learned in the project to NGOs representatives, government officials, business people, members of political parties, social work teachers, and students.
- During regional Action Planning Workshops, several sessions focused on core management training. Training methodologies included needs assessment, problem wheel, values analysis, project planning, and analysis of responsibilities.
- The Altai Branch published a training manual focused on problem identification, stakeholder analysis, and needs assessment. It is selling this manual throughout the region and country. **(See Appendix 13).**
- The training materials from all workshops have been included in the program of the ASPSW Institute of Social Work; Tambov State University; the Department of Social work at Altai State University; the Center of Sociology, Social Psychology, and Social Work at the Mary El Pedagogical Institute; and the Department of Social work and School of Social work in Mezhegei in Tuva.
- ASPSW used the workshop materials prepared by NASW and published a training manual which was widely disseminated in three priority regions. **(See Appendix 8).**

Changes In Strategy/Approach

- During core management training, workshop participants were being prepared to become trainers of others in their local communities and regions. After each workshop, participants trained hundreds of local government officials, NGO leaders, and business people in the tools and methodologies they learned, and then presented the results in their reports and a plenary session at the next workshop. This did away with the need to carry out special core management workshops on the regional level during phase two.
- The elements of regional core management training were incorporated into local Action Planning Workshops in four regions (Altai, Tambov, Igrim, Mary El).

OBJECTIVE 3.0: TO ESTABLISH REGIONAL AND CENTRAL COMMUNICATIONS AND INFORMATION SYSTEMS

Achievements

- All computers, printers, modems, software, faxes, and copy machines were purchased, tested, and delivered to eight participating chapters and Moscow headquarters. **(See Appendix 14).**

- All regions except Tuva (telephone line problem) are available by fax. **(See Appendix 5).**
- ASPSW has begun to create databases that will meet critical needs of its members and other NGOs. They include, for example, a complete listing of Russian legislation affecting social conditions.
- An upgraded communication system now exists in Tambov, Moscow, and Altai (they are on E-mail). **(See Appendix 5).**
- Having received equipment, some affiliates (Igrim, Tambov, Mary El, and Yakutiya) moved to better and bigger offices, repaired their offices, and purchased a new security system.
- ASPSW developed an agreement with regional affiliates to provide technical assistance, coordination, and training for the regions to make their equipment operational and compatible. **(See Appendix 15).**

Changes In Strategy/Approach

- By thoroughly researching the costs of both US and Russian vendors and assessing the needs and capabilities of the regions, we were able to equip all ASPSW participating chapters and ASPSW Headquarters with a computer, fax, printer, xerox, and modem.

OBJECTIVE 4.0: TO FOSTER THE DEVELOPMENT OF COLLABORATIVE PROJECTS

Achievements

- Each of eight regional affiliate organizations developed a new project as a result of the training. **(See Appendix 16).** Now they are working on implementing these projects in collaboration with one or more organization and/or governmental unit. Several have secured supplementary funds for these projects from local sources.
- To develop new resources to support their work, branches such as Mary El have received grants from State Assemblies and have been involved in preparing legislative documents on social policy in their republics.
- The Altai chapter is working on a packet of recommended social protection legislation for its region.
- Two businesses have signed contracts with the Tambov affiliate to carry out an organizational diagnosis of their firms.

- The Mary El affiliate has established contacts with the Soros Foundation and submitted a proposal to Soros for services to people with handicaps.
- ASPSW submitted a proposal and secured funds from World Learning to publish a book that included materials from the project.
- A number of funding sources including the Ford Foundation, Eurasia, and Soros have been identified and NASW submitted a letter of introduction to the project to more than 20 foundations in the United States that have been kept abreast of developments.
- The eight regional affiliates and ASPSW headquarters have dramatically increased their knowledge of and linkages with other NGOs, government representatives, and business leaders.
- NASW and ASPSW submitted a proposal for a collaborative project with the Yakutiya affiliate and the Association of the Peoples of the Far North to ARD/Checchi to provide training and advocacy for legal reform to protect the rights of indigenous peoples. In December 1995, the Indigenous Peoples Advocacy Project was funded by USAID through ARD/Checchi. **(See Appendix 17).**
- The Mary El affiliate collaborated with the Borovsk and Tuva chapters to send children with disabilities from Borovsk and Tuva to a summer camp in Mary El.
- ASPSW Borovsk affiliate, together with other local NGOs, received a grant from regional authorities to organize a summer rest for children from poor families.
- The Stavropol affiliate established contacts with American representatives of the Civil Initiatives Program's Southern Russia Affiliate.
- The Tambov chapter developed and successfully completed a summer exchange program between Tambov State University and Indiana State University for social work students and teachers.
- In Tuva, the Ministry of Education sponsored an Action Planning Workshop and paid the travel expenses for 150 Tuva affiliate social workers and pedagogues to participate.
- The project selected three American volunteers and a Russian technical assistance volunteer and provided orientation and guidelines for them in accordance with specific priority needs identified by several regional chapters. Two US social workers provided on a voluntary basis training and technical assistance to the town of Borovsk. A US social work graduate student who speaks Russian worked for about one month as a volunteer in Stavropol. **(See Appendix 18).**

Changes In Strategy/Approach

- Training is most effective when tied to the immediate interests and needs of trainees. We therefore focused the training on project development/de-

sign/fundraising and provided follow on technical assistance at the last two core management training workshop.

- While focusing on three regions, the project also provided support for other regions.
- Our initial plan to send volunteers to the three targeted regions for periods of approximately six months did not work. Our Russian partners explained that they could not accommodate volunteers for this long period of time (it required a lot of time on the part of the host; also, project participants had major responsibilities in their home communities and as volunteers themselves in their ASPSW work, they could not work on ASPSW business on a daily basis.) Instead, we sent volunteers for a short period of time to focus on specific priority needs identified by the region.

LESSONS LEARNED

Many international development projects have experimental and innovative components. This project was one of them. It is therefore extremely important to identify and reflect on the lessons learned.

TRAINING FRAMEWORK AND PRINCIPLES

Theoretical Framework: Three Sector Model of Society

As Russia is going through a painful transition period, many Russians are skeptical of both a powerful state and an uncontrolled market. By offering a three-sector model of society -- *NGOs, Market, and Government* -- the project was able to provide a theoretical framework that was acceptable to nearly all of the Russian participants, especially the emphasis on Civil Society as being made up of freely-entered into associations (e.g., nongovernmental organizations) that often serve as a buffer between the extremes of the state and the market. This appears to be an attractive approach that allows Russians to build on their own history of philanthropy and NGOs.

Participatory Rapid Appraisal

One of the key tools the project provided was the participatory rapid appraisal (PRA). It gave participants a systematic approach for carrying out a needs assessment which they could teach and market in their own regions and conduct at a relatively low cost. As a result, several participants were hired by local government agencies to use the newly-learned methodology to carry out needs assessments in their communities. This resulted in increased prestige for the trainees. It also gave them greater influence in formulating social policies on the local level.

Concept of Collaboration

The emphasis on collaboration was another plus. Since the political situation is still volatile and many former Communists are still in power on the regional level, workshop participants were not interested in learning confrontational methods. Instead, collaborative tools allowed them to work with all kinds of leaders.

Principles of Training

The training was guided by principles of participation and partnership. Since many of the Russian participants are highly educated individuals, it was important to offer a learning process that builds on their strengths and allows them to discover ideas and tools that they need to carry out their work, instead of offering them ready-made solutions from the West. This was done by introducing new concepts and tools in a brief lecture format, breaking the participants into small groups to apply the newly-learned concepts and tools, presenting the results in plenary sessions, applying the new concepts and tools back home, and then presenting the results to a plenary at the next workshop. As a result, the participants quickly owned and used this process.

In addition, the agenda for each workshop was extremely flexible. The trainers were aware of the concepts and tools that had to be mastered, but were flexible with the time it took to carry out the exercises.

Unlike facilitating workshops in the US, trainers in this project had to establish a personal relationship with each and every one of the Russian participants. Once the Russians felt that the trainers were interested in them as human beings, as well as their problems, they were ready to learn. The Russians worked long hours and, more often than not, went way beyond assigned requirements. They were overachievers in every way. From the beginning, the Russians returned home after each workshop and trained hundreds of local government officials, NGO leaders, and business people in the tools and methodologies they had learned. For example, between the first workshop in September 1994 and the second in December 1994, 18 trainees had trained more than 1,000 other Russians on how to use the methodologies they had learned. This did away with the need to carry out core management workshops at the regional level during the project's second phase. Trainees also reported that their methods of teaching and training had changed as a result of their experience in the project. Lectures have been replaced by experiential, participatory learning which they feel is a far more effective approach than the methods traditionally used in Russia and by other NGO leaders. The methodologies and tools were seen as non-threatening, regardless of an individual's ideology.

EFFECTIVE PARTNERSHIP

Principles of Partnership

It is our experience that the quality of the working relationship among partners is the single most critical variable in the success of a project such as this. While NASW had a relationship with the ASPSW before this project, we had never before worked together

on a long-term basis on an activity that required intensive day to day joint planning and implementation, or on a project which involved considerable resources. Further, ASPSW headquarters has never engaged in a project of this type with its affiliates. All of us have learned along the way.

At the beginning of the project, several issues were posed that had the potential to be extremely divisive. They included how funding was to be allocated and managed, who (NASW or ASPSW) supervised the Russian project manager, and which affiliate organizations would be involved. Resolution of these and many other issues that emerged along the way was reached through four main strategies:

creating a positive group atmosphere (open, honest communication; open, shared decisionmaking; regular evaluations; mutual respect for varying perspectives and needs, listening to everybody, respect to different nationalities as a group norm; respect to different levels of knowledge; democracy; special exercises in order to decrease tension and stress ("icebreakers"); informal relationship; using only the first names in communications (informal way of addressing people for Russia); frequent use of humor, laughter, and fun.

combining detailed preparation for the workshops and flexibility and compromise in implementation. All workshops were organized as planned, but we learned quickly about the need to be flexible in both the training methodology and the content. For example, the location of the training sometimes needed to be changed because of room temperature, size, or other reasons; time allotted for specific activities had to be altered to meet training needs or other developments, such as an unanticipated meeting with a city official.

maintaining a continuous sensitivity to and learning about cross-cultural issues . We found it very helpful that all of our trainers had experience in working with multinational communities and studying different cultures. We also appreciated the strong support and informed advice from World Learning officers in Moscow and Washington based on their experience with other partnership projects in the Newly Independent States (NIS). (See Appendix 19).

demonstrating the willingness to provide assistance and resources that go beyond the defined scope of the project. We gave considerable assistance beyond the strict requirements of the grant in areas identified by our partner as important to them. For example, in conjunction with core management training workshops, we provided at our partner's request, training in social work as well. We also provided individual consultations on social work theory and practice and a variety of social work resources -- books, journals, standards for practice, and so on.

Relationships among Trainers and Trainees

The relationships among trainers and trainees is a critical element in learning. Trust must be established, and an environment for mutual learning must be established. Given the complexities associated with 1) what we had to learn about our partners, 2) what they had to learn about each other, 3) what they had to learn about us, 4) a cross-cultural training context, and 5) the need to continually reinforce and provide more

sophisticated information on topics already covered, we decided early on to maintain the same trainers throughout the core management series. This proved to be extremely effective. We built strong relationships with the trainees, learned continuously from one another, and developed our knowledge about the conditions in which the trainees work which makes it possible to more effectively provide technical assistance. As a result of the training, Russian participants received certificates of achievements from NASW, and project team members received certificates from ASPSW. **(See Appendix 20).** It has also been critical to remain extremely flexible about the training schedule and content. Working conditions were often difficult and required innovation and adaptation (The freezing cold may require huddling together; when supplies didn't arrive, we tracked down wall paper to write on; if six extra people showed up for the training, we included them; when we were told that we had only two rather than three days to train because everyone had to go home, we quickly revamped our training materials and devised new ways to communicate information.) In this type of environment, strict application of training modules and methodologies will not work.

Communication on Behalf of the Trainees

Taking pictures at and writing reports on every workshop have provided the trainees with visuals and materials that they use in their home regions to tell others about what they are doing. The reports also provided added credibility for the NGO's work.

Personal visits to local government officials, business representatives, and NGO leaders further bolstered the work of the trainees. Media interviews added to the visibility of the trainees' work and discussions with local citizens and officials helped all to better understand the role of the NGO in a civil society.

A letter sent by NASW to leaders in the region explaining the nature and importance of the project and the work of the local NGO opened doors for our partners and added to their credibility. **(See Appendix 21).** In some cases, this letter was necessary for the trainee to be excused from work for the time required for training. In other cases, it helped convince local governments or business people to contribute funding for much needed activities.

NGOs are still a new phenomena in Russia and many local people, ordinary citizens as well as government, are suspicious of their motives. The support of the US government through US AID funding and the production of professional project materials have proven to be important in overcoming some of these barriers.

Language Barriers

There was only one Russian speaker on the training team, leaving the others to rely on translators. This resulted in some confusion and misunderstanding. Sometimes the workshop translators (and this happens with both professional as well as non-professional translators) misinterpreted the trainer; sometimes the interpreter lost her objectivity and interjected a personal perspective. We have faced a unique language problem in this project because of the use of professional terms - social work terms -- that do not exist in Russia (social work is a new profession in Russia).

We worked with this challenge by first and foremost acknowledging it as a problem. We provided feedback to the translators on a regular basis, and we used non-verbal communication as an indicator of misinterpretation. Our Project Manager played a critical role in this regard. She is fluent in both languages and knows professional social work. As a result, she was often able to elaborate on a concept or message in a way that the Russians could understand.

TECHNICAL AND MANAGERIAL ISSUES SIGNIFICANT TO SUCCESS

Building a Strong Project Team

The NASW Project Team was made up of Eileen McGowan Kelly, the project director; Tatiana Zimakova, the project manager; Alex W. Drehsler, the project's lead trainer; and Lowell Jenkins, the project's volunteer co-trainer and TOT expert. In addition, the project team was backed up in the United States by Brenda Ruiz-Bustos, Ms. Kelly's assistant at NASW, and Esperanca Cardoso, Ms. Ruiz-Bustos secretary. From the beginning the project team worked on the basis of mutual respect. While there was no doubt that Ms. Kelly had the final decision regarding key project decisions, she encouraged other members of the team to do their jobs as professionally as they knew how, without getting engaged in micromanagement. This respect for the professionalism of each member of the team and an environment in which it was okay to make mistakes (but not to make the same mistake twice), created a supportive atmosphere, one conducive to getting results. (See Appendix 22).

Another key factor to the success of the project team was that all of the team's key decisionmakers were present in Russia during most of the workshops. Having the key decisionmakers present allowed the team to address problems with ASPSW leaders as they emerged. As a result, problems were solved before they could turn into crises.

Investing in developing the trainers into an effective team has proven most worthwhile. Each of us had unique and complementary skills, and each of us invested energy in providing honest constructive feedback for mutual learning and development. In addition to facilitating a smooth flow of work on the team's part, we believe that our modeling this approach for the trainees has perhaps been one of our most important contributions. Despite language and cultural differences, trainees readily grasped the principles of collaboration, open communication, risk-taking cooperation, mutual support, and shared decisionmaking and responsibility evident in the team's performance. Increasingly, during training sessions, we role played a method for doing work (e.g. brainstorming) which had proven to be a more effective means of communicating than simply describing a process in words.

Acceptance of the Russian Project Manager

Our Russian project manager was residing in the US at the time that we hired her and was unable to get her visa in time to participate in the first set of meetings and training workshops we held with our ASPSW partners. At this meeting they suggested that we

hire another person that they had identified. They also insisted that the project manager work for them, not for NASW. We did not accept their recommendation for a replacement, and we insisted that the project manager must work for NASW since we were accountable for the grant. This inauspicious start may have lead to what we believe would have been a challenge under any circumstances. Our partners were concerned that our Russian project manager's salary was so high (since she works both in the US and in Russia, we are paying her a salary which is between what she would be paid in either of the countries alone). And there were questions about her role. In the second workshop, the trainees resisted accepting her in this position.

A thoroughly considered strategy to bolster her position and facilitate her acceptance by our partners coupled with our manager's inherent good judgment and professional talent have succeeded in securing our partner's full appreciation of her skills and role. As a Russian with an advanced degree and post-graduate studies in the US, Ms. Zimakova served as the ideal cultural bridge between NASW's project team and ASPSW's leaders and the regional participants. Her cultural sensitivity and intelligence allowed the two partners to understand each other. She helped on several occasions to diffuse potential crises.

A Strategy of Negotiations

A key element in both the NASW project team and the project design was flexibility. Nearly everything was negotiable -- except the project's purpose, objectives, and budget. Almost from the beginning, the NASW project team negotiated with ASPSW leaders over the project design -- to the satisfaction of both sides. This was an important process that allowed the Russian partners to assume co-ownership of the project, instead of it being seen as a US-imposed project. Negotiations were also conducted within the framework of the budget, making use of whatever flexibility was inherent in the budget, but never going beyond the limits of the budget.

Benefits of Working with a Diverse Group

There have been tremendous benefits to including minority populated areas in this project - of the eight participating in the training regions, two (Yakutia and Tuva) are heavily populated by minorities, and several other regions also have significant native populations. Among the benefits are a growing recognition of the talents of the minority regions on the part of the ASPSW leadership. Also, while during the first few workshops, representatives of Tuva and Yakutia sat and socialized together, while those from other regions did the same. At a later stage of the project, we saw much more interaction and collaboration among all participants. Over the long term, this experience should significantly strengthen the ASPSW organization.

The project methodology of involving the trainees as full participants and having each one report on their local work at the beginning of each workshop provided a forum through which all trainees had been able to learn about, appreciate, and develop respect for each other's work. They also seem to have discovered that they have much more in common than they had realized.

Benefits of Russians Researching and Purchasing Equipment

NASW could easily have selected and arranged for the purchase of the equipment (computers, printers, fax and xerox machines), but there have been tremendous benefits to asking the Russians to take the lead on this. They conducted a thorough assessment of the needs of each region (who already had what), and researched the various types of equipment extensively. They knew how much money they had to work with and they did extensive research to get the best prices. Throughout the process, they developed relationships with new vendors which should be helpful in the future, and they learned about the donor's purchasing requirements -- good procedures regardless of who's paying the bill. They also learned a good deal about hardware and software in the process which will enhance prospects for their establishing an effective communications system.

Work Assignments

At the suggestion of the ASPSW leadership, we instituted a tradition of "home work" as a follow up to training workshops. Trainees had specific assignments to complete in their home communities, using the methodology they had learned. Results had to be submitted in writing before the next workshop, and the ASPSW President invested a considerable amount of time helping trainees improve the quality of their work. Reports were revised to reflect her feedback. Each region made a verbal presentation on its work at the beginning of each workshop. Many of the trainees became very skilled in presenting as a result, and a healthy exchange was developed between practitioners - who tended to be action oriented - and educators - who tended to be theory oriented. Trainees reported a desire to have more time to review and provide technical assistance on their experiences in applying the methodology. During the last several workshops, we had private meetings with each region to provide guidance for strengthening and improving their work.

The Concept of In-kind Match

The concept of in-kind match is a foreign one to the Russians. We've developed forms to help participants report on their in-kind match and provided them with a number of examples of matching contributions that they would not ordinarily have recognized. We believe that this experience will be useful to them as they pursue grants on their own and attempt to place a value on the services and resources they provide.

RECOMMENDATIONS

CONTINUE TO FUND AND SUPPORT CROSS-CULTURAL PARTNERSHIP PROJECTS

This project has undoubtedly been the most productive and rewarding of the more than a dozen projects with which we have been involved over the last several years. The Russians are incredibly hard working, determined, intelligent and educated, strong, quick to move, and enormously successful in applying what they learn to their home situation and discarding what does not. They taught us a great deal. They are willing to negotiate and give constructive feedback. Perhaps of greatest importance, they are in to developing their country and their professional for the long-term, so they take applying what they learn very seriously. One of the most critical reasons for supporting the partnerships is that they will endure over time, when AID funding is no longer available. Both NASW and ASPSW are members of the International Federation of Social Workers and will be major players in this organization of international social workers for many years to come. This intensive joint effort has laid the groundwork for the two countries to engage in considerable more international exchange and collaboration, not just among themselves, but among many other countries as well.

COMPILE AND INTEGRATE THE "LESSONS LEARNED" FROM PARTNERSHIP PROJECTS AND DISSEMINATE THEM TO GRANTEEES AND OTHER NGOS

There is a wealth of knowledge among those NGOs that have worked in Russia to date, and much of their learnings are in the final reports on their projects. Consolidating and integrating that information would enable others -- both Russians and US Americans -- to avoid many of the problems that will otherwise be experienced. It is especially important to understand the ingrained cross-cultural issues, including the meaning of language and the different understandings people from each country have about concepts and ideas.

PROVIDE GRANTEEES WITH MATERIALS DEVELOPED TO DATE

At this point in time, there are considerable training materials in print in both English and Russian that would be of enormous utility to those who will continue this work in the future. The same is true for directories of NGOs. A listing of those materials and how they can be secured by grantees would be of enormous use to those who are just beginning. The cost of the printing, marketing, and distribution could be recovered by charging the grantee a fee.

INSIST THAT GRANTEES HAVE AT LEAST ONE RUSSIAN STAFF WHO IS BILINGUAL AND HAS BEEN TO THE UNITED STATES

Our Russian project manager provided the central link between Russian and US staff for the first phase of the project. It took some time for us to realize the subtle and sometimes stark differences between the meaning of words and habits of Russians and Americans and without our Russian manager, it is our sense that the progress of the project would have been greatly impaired. More Russian staff would be even better!

AID PROJECT OFFICERS SHOULD PARTICIPATE IN SOME PROJECT ACTIVITIES

Our World Learning monitors were really excellent in this respect. They attended most activities and they provided invaluable assistance to us as we worked and learned. Participating in the activity provides a much better understanding of the project and its participants than simply reading reports.

PROVIDE GRANTEES WITH ASSISTANCE ON CROSS-CULTURAL COMMUNICATION AND PARTNERSHIPS

While some grantees are highly experienced in this area, others are not and, as a result, they make many mistakes. It has been our experience that cross-cultural differences that are not understood by both partners present one of the biggest challenges in these types of projects. So much is known about cross-cultural issues, both from the literature and our experience, that providing those grantees who need it with this information could make an enormous difference in outcomes.

FLEXIBILITY

This is perhaps the key concept for anyone working in Russia. The project design must be flexible enough to allow changes to occur that will not impede implementation. Project team members must be flexible enough to facilitate workshops, often just a few hours after being first notified. Team members must also be able to design flexible workshops, so that the entire agenda can be delivered in three days or -- if need be -- in one day. Trainers must adapt to the workshop participants, not vice versa.

PROJECT TEAM

All key decisionmakers should be in Russia at least every three months to review progress, discuss potential problems, guide the project and make modifications as necessary. Having key decisionmakers present enables staff to deal immediately with nearly any issue that comes up, instead of having to wait days, weeks, or months for problems to be solved. Project team members should be allowed to do their work with a minimum of interference through micromanaging. Also, team members should know they

are allowed to make mistakes, which will enable them to be creative and take greater risks.

PERSONAL RELATIONSHIPS

US team members, especially the trainer, must establish personal relationships with Russian participants. Having just a professional relationship will not work. This is an important criteria in selecting staff.

RUSSIAN PARTICIPANTS

Russian participants are hard workers who will do more than is ever requested of them if they believe that they are benefiting from the project. US team members must be equally hard working in channeling the Russians' remarkable energies.

A problem among Russian participants is language. Perhaps because of growing up under an authoritarian government, Russians, especially academicians, tend to employ vague, abstract language. This can result in confusion and frustration on the part of both Russians and Americans. US trainers should not hesitate to ask Russians what they mean, and should ask other participants if they have a similar understanding of a concept or word. Vague language should not be simply accepted. It needs to be clarified in a polite, respectful way. In addition, it is vital to have an interpreter who is well versed in the concepts being employed during the training. Too often an interpreter may explain a concept in a way that is not intended by the trainer, thereby causing confusion and misunderstanding.

FUNDERS

Funders should provide adequate flexibility in carrying out a scope of work. A scope of work is merely a tool. The reality of a project changes almost day-to-day. Therefore, funders and the project team should be flexible and adapt to changing environments.

REPORTS

Reports should be kept to a minimum. A project is about getting results, not getting bogged down in paperwork. A concise and clear outline for reports facilitates this process.

OFFICE MANAGEMENT

While many projects require an office and US manager in Russia, others do not. We operated out of the offices of ASPSW and with the support of ASPSW staff, with American trainers and managers going into Russia about every three months.

Our Russian project manager spent more time on site than the trainers, but never the less she was in the country only 30-40 percent of her time. Much of her time was spent reading and translating and both of those tasks can be performed better in the US. It also was less expensive to run the project from ASPSW office.

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**RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT
YEAR ONE EVALUATION REPORT
Final Draft 1/96**

Period Covered by Report: July 1, 1994 - October 10, 1995
Project Sponsorship: National Association of Social Workers/USA and the
Association of Social Workers and Social
Pedagogues/Russia
Date of Report: October, 1995
Evaluator: Alexey Kuzmin, Process Consulting Company,
Moscow, Russia

INTRODUCTION

The National Association of Social Workers (NASW) in the United States and the Association of Social Pedagogues and Social Workers (ASPSW) in Russia are counterpart NGOs (non-governmental organizations), both seeking to advance the practice of social work and improve social conditions in their home countries.

In July 1994, NASW received a grant from the U.S. Agency for International Development. The goal of the **RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT** is to increase the institutional, managerial and communications capability of the national office and five regional branches of the Association of Social Pedagogues and Social Workers as well as social-sector NGOs within three of these five regions. The greater capability and sustainability of these organizations will, in turn, help mitigate the human suffering that characterizes most of Russia.

The first Phase of the project began in July 1994. It included a National Action Planning Workshop and several core management training workshops delivered to headquarters and regional representatives. The dates and locations of the training workshops were:

- o October 5-7, 1994 (Moscow)
- o December 1 - 5, 1994 (Kazan - Volzhsk)
- o February 25 - March 1, 1995 (Yasnaya Polyana, Tula)
- o May 26 - 28, 1995 (Tambov)
- o October 14 - 18, 1995 (Barnaul).

Workshops topics have included methods, tools and techniques of needs assessment; project planning; resource development; proposal writing; training of trainers; strategic planning; project evaluation and organizational development.

The learning process included field work as well. All students were asked to apply the tools and methodologies they were learning during training workshops at their workplaces and in their regions. The home-based assignments were reported on and discussed during subsequent workshops and conference.

During the first Phase of the project, office equipment (computers, fax, printers, xerox machines) was provided for ASPSW headquarters and eight regional affiliates and an electronic communications system was established.

The second Phase of the project will focus on cooperation between the three sectors (NGOs, government, and business) in three regions chosen at the end of Phase one.

YEAR ONE EVALUATION GOALS

The goals for the year-one evaluation were to:

1. evaluate the results of the first Phase of the project (Did the project team achieve the objectives as stated in the proposal and revised in the annual progress report? What has been the impact of results achieved in relation to those objectives?)
2. make recommendations for the implementation of the project during Phase II
- 3) identify lessons learned during Phase I that can be applied by future providers of similar services.

SOURCES OF INFORMATION AND DATA GATHERING METHODS

The evaluator was asked to conduct the evaluation on the basis of individual interviews with representatives of ASPSW branches and headquarters, the NASW project team and World Learning/Moscow Project Officers. The grant Proposal, Annual Progress Report, training materials and projects developed by the participants were also made available to the evaluator. Unfortunately, time and funding constraints precluded the evaluator from visiting all ASPSW affiliates involved in the project and to directly observe changes at the workplace. Thus the methods used to gather data were individual interviews and analysis of project documentation.

A total of 16 people were interviewed, including:

ASPSW branch representatives (9):

Polina Klochinova and Svetlana Khristoforova (Borovsk),
Valery Mikhailov (Mari El),
Peter Makarov (Yakutia),
Raisa Kulichenko and Tatyana Dyachek (Tambov),
Svyatoslav Grigoryev and Liudmila Diomina (Barnaul),
Tamara Grudo (Igrim).

ASPSW headquarters representatives (2):

Valentina Bocharova, ASPSW President
Victor Smirnov, ASPSW Director General

NASW Project Team members (4):

Eileen Kelly, NASW Director of Peace & International Affairs and Project
Director
Tatiana Zimakova (Russia) - Project Manager
Alex Drehsler (USA) - Lead Trainer
Lowell Jenkins (USA) - Trainer

World Learning Moscow representative(1):

Jeffrey Jacobs - Program Officer

Documents used to gather data were:

Grant Proposal
Annual Report
Projects developed by participants from Tambov (unemployment), Mary El (child
protection and occupational therapy), Tuviniian Republic (family problems),
Stavropol (local NGO directory), Barnaul (cooperation of three sectors in dealing
with environmental protection), Igrim (youth center)

OVERVIEW OF FINDINGS

THE ASPSW LEADERSHIP

Education, Experience, and Current Positions of ASPSW Affiliate Leaders

Education

- o all nine hold Masters Degrees, six as school teachers, one in engineering, one in sociology and one in psychology
- o three of the nine have Doctorate Degrees, and the remaining 6 are working on their Doctorate theses in social work.

Experience

- o three had served as high school principals (or deputy directors) for periods of time ranging from six to eleven years
- o two had worked as managers responsible for social institutions in the local Communist Party Committees
- o one had worked as a head of a local administration for a number of years
- o three had worked in management positions for Universities.

Current Positions

- o five are working as professors and administrators for State Universities
- o one is employed as as Deputy Mayor for a local administration
- o three are working as Executives for Social Centers (deputies).

Why ASPSW Affiliate Leaders Joined ASPSW

Reasons given for joining and taking on leadership positions in the ASPSW were as follows:

- o establish contacts and exchange experience with different regions (5 of 9 interviewees)
- o maintain/ build formal institutional status, image for local administration (4)
- o establish formal professional status or secure state certificates (4)
- o professional development (2)
- o secure information and scientific literature (2)
- o establish international contacts (1)
- o get equipment for affiliate organization (1).

Relationships between the ASPSW Affiliates and Local Authorities

Eight of nine affiliate leaders indicated that they have very good relationships and connections with the local authorities. In one case, the City Mayor is a board member of the ASPSW Affiliate; in another case, the Deputy Chairman or local Council is the Branch President of the ASPSW affiliate. ASPSW leaders who had experience working in municipal structures have maintained their connections with the present state officials.

WORKSHOPS

Importance of workshop topics. Workshop participants identified the following topics as most important to their development:

- o Participatory Rapid Appraisal (5 of 9)
- o Stakeholder Analyses (4 of 9)
- o Problem Wheel Problem Solving Methodology (4 of 9)
- o Fundraising/proposal writing (3 of 9)
- o "Icebreaker" tools for conducting workshops (3 of 9)
- o Cooperation between the 3 sectors (2 of 9)
- o Analysis of Strengths - Weaknesses - Opportunities - Threats (SWAT) of the work environment (2 of 9)
- o Definition of organization mission (1 of 9)
- o Analysis of organizational values (1)

Workshop process and teaching method

Participants liked:

the positive group atmosphere defined as:

- informal relationships
- listening to everybody
- respect for different nationalities as a group norm
- respect for different levels of knowledge
- democracy
- special exercises to decrease tension and stress ("icebreakers")
- using only first names in communications (informal way of addressing people for Russia)
- humor, laughter, fun
- "resonance" (like in music) and involvement.

the participatory and creative character of the learning process defined as:

- creativity
- everybody participated
- mutual learning and support
- no pressure
- high intensity of the learning process.

the teaching methodology and tools including:

- clear learning objectives
- informative sessions
- "step by step" approach
- simplicity (serious issues were explained in a simple and understandable way)

- work in small groups
- practical tasks
- public presentations (the possibility and requirement that they prepare for and make presentations on their project-related work before the entire group)
- very good materials (manuals)
- flip charts.

the attitude and behavior of the trainers including:

- flexibility and openness
- using different trainers
- the different styles of trainers
- trainers openness for feedback (including criticism) from the participants
- relaxed natural behavior
- detailed preparation for the workshops.

Blocks and obstacles during training

The following comments represent quotes provided by more than one person. The data are interpreted in the second part of the report. It is important to note that the statements listed below do not necessarily represent the group as a whole; instead they describe facts, emotions and processes which were experienced during the workshops and which are important for evaluation purposes.

"At first everything sounded familiar and I had a feeling of wasting time."

"Sometimes we were talking about simple things for too long time." (Interviews did not give concrete examples; all participants who mentioned this obstacle were speaking about the first workshop.)

"I could not get rid of internal tension, psychological block..."

"I was afraid to look stupid."

"I was afraid that I will not fit the level of the group...",

"I was angry with some presentations, but stayed quiet" (people again did not give concrete examples. The general context of this message was: in the beginning of the process we were not open enough to give direct feedback to colleagues.)

"I was afraid to hurt people..."

"disagreements (sometimes - tension) between the practitioners and scientists"

"We as adults worried about being put in a position of school boys and girls. It

didn't happen - the trainers approach was adequate for adult learning."

"I was cautious about the stuff Americans could teach us."

"The language barrier was a problem." Interviewees mentioned two things: 1) the psychological problem (it is more difficult to develop personal relationships having an interpreter as a mediator) and 2) the problem of understanding the content (sometimes the trainer's statements were interpreted inappropriately and it took time to get to the right point). Several (4-5) participants mentioned that there were several instances in which the interpreters were trying to answer participants' questions and explain things that they had understood from the trainers instead of translating the questions to the trainers. We should mention here that all participants deeply appreciated the interpreter's hard work - more than 10 hours a day - and enthusiasm. (Victor Smirnov, ASPSW Director General, asked me to note his special appreciation for the interpreting services of Valentina Katayeva, director of the Perm Regional ASPSW branch.)

"I became really angry at myself because of my poor English."

Impact of Training Workshops

"Our self-esteem increased, because we were included in the project and received positive feedback from our American trainers."

"The free democratic form of relationships in the group influenced the way I behave with subordinates and at home,"

"We became more democratic ourselves."

"We analyzed our own employees using the Stakeholder Analyses."

"We have published the methods we learned." (The Barnaul ASPSW published two books in Russian which included the Participatory Rapid Appraisal, Stakeholder Analyses and Problem Wheel methods description and possible applications in sociology, psychological practice and psychotherapy: New methods of social needs analyses in rural community" and "Professional psychologist in ecologically disturbed region")

"We used the Problem Wheel method in psychotherapy."

"The tools we got saved a lot of time."

"I have lead a parents' meeting using the Problem Wheel technology."

"We revised our mission statement and strategy. Now we are planning on a

shorter term basis (1 year instead of 4)."

"Participation in this project increased our image on the local level and helped a lot in developing relationships with local government officials."

"We became better acquainted and developed working relationships with representatives of the six regions."

"We had a chance to see social work organizations in several regions."

"We have almost organized an NGO..." (This was mentioned by Peter Makarov from Yakutia. He was speaking about a group of people dealing with Evenk children at risk - alcohol, physical abuse, delinquency. His group started activities "under the umbrella" of one of the high schools and now is looking for local municipal funding in order to continue activities as an NGO),

"We are developing relationships with local NGOs" (this was mentioned by Svyatoslav Grigoryev, who started to look for local NGOs and develop cooperation with them. Mr. Grigoryev has started an independent Educational Center (psychology and sociology) which may become a coordinator of NGO social activities in the region in the future).

Stavropol ASWSP branch has developed the first Local NGO Directory in the region.

PROJECT DYNAMICS

Key Events and Critical Turning Points

All interviewees were asked the question; "What events during the project would you name as the most important or critical turning points or milestones?" The following were their responses.

Responses of Workshop Participants:

"The moment when we learned that we were included in the project."

The second workshop:

"We found common language with the trainers"

"At first we misunderstood the grant goals and were upset that Americans were wasting our money. At the second workshop, we had an open conversation and clarified the situation."

"Although the American Project Team communicated with the Russian side while writing the proposal and sent a copy to Russia once it was completed, Russians at first had a different understanding of the project development than the Project Team had. This was their first experience of getting grants in partnership with a foreign organization. The Russian side expected that since the grant money was given for ASPSW development, the ASPSW would have more control over the funds and the project financial plan would be more flexible in the sense that it would be possible to have a variety of ways of using the grant money."

"The level of the American Team Members fees was unexpected for the Russian side and looked very high. Since the majority of Russians have never been in the U.S., the cost of life in the U.S. was something abstract for them while grant money was something very concrete. We need to mention here that the ASPSW branch representatives (at least many of them) did not read the grant proposal and had the impression that U.S. AID decided to fund ASPSW development. The role of NASW was not clear enough for them."

"We came to a common language and an adequate style of joint work."

The third workshop:

"We had a serious discussion concerning our expectations from the project."

"We watched project presentations delivered by the other participants, presented our own results and shifted from general matters to specific things."

"It was constructive confrontation and relationship clarification between all three parts: Moscow ASPSW office, ASPSW branch representatives and the trainers (the project team)."

Selecting three regions for the stage 2 at the last workshop in Barnaul:

"We were nervous..."

"It was a feeling of loss: we understood that we will never meet again as a group."

"We were proud that colleagues recognized our achievements - we even didn't expect it."

The NASW Project Team:

The second workshop:

"We clarified the Project Manager's role."

"We prepared really useful materials."

"The Stakeholder Analyses was the first topic which seriously raised the group energy."

"The Project Director participated and was very effective."

"We worked more on teambuilding and developing relationships."

The third workshop:

"We received open constructive feedback from participants. They were very clear about the things they didn't like. Though it wasn't great fun for us, we appreciated it, because it was a sign of good will and taking real responsibility for the process from the participants. They were using the training criteria that we had established to demonstrate to us that sometimes we do not adhere to our own criteria."

The last workshop:

"It was difficult to choose three regions from the eight. We suggested that the participants be the evaluators. Probably it was the most objective procedure we could have used. We were very concerned that regardless of which regions were chosen, that everyone felt that the process for making the decision was a fair one that reflected the use of objective criteria applied in the same way to all regions. We were delighted with the collaborative effort between the U.S. team and Moscow headquarters leaders to establish the criteria; and then the joint decision that all of us, including regional representatives, would use these criteria to rate each region. It was a wonderful team effort."

Cross-cultural Issues: Observations and Reflections

Russian participants about Americans:

"They are more sociable, more convivial than we are; it helped us to become more relaxed and natural",

"It is very important to get positive feedback concerning your work from foreign professionals."

"It was first time in my life that I had personal contact with foreigner."

"They don't differ from us at all. They are just bright human beings."

"Their behavior is very natural. We are more restricted and "artificial."

"The language barrier was a problem. It must be frustrating for the trainer to have an interpreter as a mediator between him and the group."

"Some things that they suggested that we do looked extremely strange."

"We were very cautious about learning from any Americans"

Americans About Russians:

"I was very cautious about working with any Russians."

"We felt ourselves in a vacuum during the grant writing and project development, although we had international experience before."

"At first we were asking questions and didn't receive clear answers."

"They were resistant to identifying people as organizational resources."
(When the American trainer suggested that participants discuss people as an organizational resource, Russians did not like it. They said that people are people but not a "resource" -- something that is not alive. This was surprising for the American trainer.)

"They didn't accept the idea of networking for resource development. For them it was a kind of manipulation. They didn't agree to "use people" for their purposes."

"They are more oriented toward personal relationships between the trainers and the group than we could have imagined. In the U.S., this (type of training) is much more formal - just professional learning."

"Their energy is incredible: they work 10 hours every day and have parties every night! It's exhausting!"

"We were amazed and delighted by the immediate way in which the trainees applied what they learned in workshops and transferred their skills to others in their regions."

HOPES, CONCERNS, AND PRIORITIES FOR PHASE 2

"We don't have an effective communications system between the ASPSW headquarters and affiliates. I am afraid that we will not have enough time and money for that."

"This project needs an ongoing relationship with the Project Team. We are dealing with thousands of years of behavior. Serious changes need serious time and people who have a joint history."

"The ASPSW needs to be strengthened in the organizational sense. We can't do this during the second phase of the project since we are focused on the three regions rather than the headquarters."

"ASPSW is a large organization. Relationships between the branches and the headquarters need attention."

"I have concern about the ASPSW headquarters and branches' fundraising activities. They need to be more active and aggressive."

"It will be very important to think about how to present the specific results of Phase 2. Both sides (Russian and American) should look for ways to describe project results very clearly. They need to make the results measurable."

"The second stage of the project will be different and more difficult. At the first stage we were dealing with people representing one social group. At the second stage we shall involve representatives of businesses, local authorities and NGOs. It will be a challenge. We need to be well prepared ourselves and to prepare those people for joint activities."

YEAR ONE CONCLUSIONS

CORE MANAGEMENT TRAINING

The core management training was successful. Participants considered the tools and techniques they acquired to be useful, and they applied their new knowledge faster than the trainers had expected (The application of new methodologies had been planned for Phase 2.). Participants indicated that the rapid application of new knowledge was due to several factors:

- o the new tools fit participants' needs. All trainees are well educated people with management experience, but none had been taught simple management technologies for addressing practical problems.
- o home-based application of new learning, including the practical usage of new knowledge, was stated as a necessary condition for participating in the next workshop by the ASPSW headquarters, and was monitored and coordinated by them.
- o participants liked the trainers and wanted to be good students
- o participants loved to learn.

The most useful training from the participants' point of view was in participatory rapid appraisal, stakeholder analyses, problem solving methodology and fundraising.

All participants highly valued the training environment and process. They appreciated the positive group atmosphere, the participatory and creative character of the learning process, the teaching methodology and tools, and the trainers' attitudes and behavior, especially their openness for both positive and negative feedback and their relaxed, flexible manner. Flip charts and markers were new tools for many participants although they have been available in Russia for a few years.

Some participants mentioned problems or difficulties that they had either before or during the workshops, including:

- o frustration related to having to listen to some things they already knew
- o fear of not being competent enough
- o disagreements that they did not state in the workshops
- o reservations in the beginning about the usefulness of training lead by Americans
- o language barrier.

All of the problems participants mentioned sounded like "my problem;" they did not blame others -- either trainers or managers.

Workshops Results:

- o **increased confidence in and appreciation for the work participants are doing.** The group atmosphere, positive feedback from trainers and colleagues, moving from one "small victory" to another, new knowledge, new equipment, and future perspectives created the appropriate conditions for this outcome.
- o **changing behavior.** The continuous learning process in the same group with the same trainers, joint problem solving, the model of communications and norms of behavior the project team demonstrated, presentations in front of the ASPSW national conferences with the original projects based on new tools created conditions for forming a strong group culture which influenced participants' behavior in everyday life in a positive - from their point of view - way.
- o **improving effectiveness of the everyday work.** The tools participants received helped them to become more effective as managers, researchers, educators. This saved time, made the group process more effective, and helped to involve many people in problem solving.
- o **changing organizational strategies.** Several participants mentioned that the workshops helped them to improve the effectiveness of their own organizations, but

only in one case was it articulated clearly: they revised their mission statement and focused on one- rather than four-year plans.

- o **developing a positive image of ASPSW and its affiliates.** Participants used information about the project in their public relations activities. NASW and ASPSW sent a letter to municipal authorities, some participants interviewed American trainers and taped the interviews in order to show them at home, using the project to create or improve the image of ASPSW in a conscious, creative and intensive manner.

- o **networking.** Participants developed personal and business connections among each other and social work professionals at the places they visited; they started to share resources and undertake small joint projects.

- o **developing the third sector.** The idea of cooperation between the three sectors was new and productive for participants. Some did not realize that they were NGOs themselves. They started to look for other NGOs in their regions and to develop working relationships with them. In two cases, participants started new NGOs.

Analysis of workshops results based on NASW reports and interviews conducted by the evaluator shows that the major impact of training workshops was in:

- o transfer of new skills and technologies
- o application/approbation of new methods and technologies
- o public relations and developing contacts with local authorities
- o networking and developing contacts with other NGOs.

Fewer activities were associated with:

- o developing/transforming their own organizations
- o developing relationships with businesses.

These results reflect the Phase one focus of the project. Nevertheless, changes on the organizational level are evident. ASPSW headquarters is developing a new Charter which will become "a working document" instead of "formal paper" (the old Charter). ASPSW is developing new organizational structure and system. Headquarters is working on developing ASPSW funding mechanisms and starting to contact potential sponsors among businesses.

THE DYNAMICS OF CHANGE

The impact of this project reflects the dynamics inside the project team, between the project team and the ASPSW headquarters, among the project team and participants (affiliate representatives) and between the participants and the headquarters.

According to all informants, the most important events in this regard were:

(1) The first workshop in Moscow was described as getting acquainted and "setting the tone." People did not know each other well enough; some were cautious about Americans (especially in the beginning), and some were shy. Several participants were disappointed with the beginning, but did not give open feedback to the trainers. The Stakeholder Analyses was the point when the group became motivated and group energy increased. The overall result of the workshop was positive although there were serious misunderstandings between the partners which were not yet articulated.

(2) The second workshop was developed based on feedback received from the trainees after the first workshop. The Russian Project Manager "entered the scene" and became a mediator between the headquarters, participants and American trainers. The role of the Project Manager was very important during the project and made it possible to avoid serious problems. Trust increased. An open discussion concerning funding and the role of the Project Manager was initiated. The group appreciated Participatory Rapid Appraisal and other techniques presented at the workshop. Participants were pleased with the materials they received in Russian.

(3) The third workshop was named as the most important event by all parties. It was the middle of the process; people knew each other much better; the group culture had developed. When the trainers did not follow all of the ground rules they had established, the trainees confronted them. It was constructive confrontation. The trainers accepted feedback in an open way, which empowered the group, and confirmed and strengthened the group norms. Participants appreciated the trainers' behavior in both human and professional terms. The trainers appreciated the participants taking responsibility for the process.

(4) Everybody reported that the fourth and the fifth workshops were great in every respect. The learning process was very intensive. The group worked very well.

(5) The last critical event was choosing three of the eight regions as top priorities for Phase Two activities. The Russians suggested that the project continue to work with all eight regions during Phase Two, but since project resources were limited, the group had to establish priorities. Everyone agreed that the evaluation procedure and decisionmaking was objective, but emotionally the process was painful for many participants, because it was the end of the group which had become very meaningful to almost everyone.

The successful completion of Phase one was achieved on the basis of the project team norms (open, honest communication; open, shared decision making; mutual respect; flexibility; readiness for compromise) which were accepted by the ASPSW headquarters and the group participants. The fact that all three American team members participated in all workshops (the initial plan was different) helped to establish common ground for the group. Relationships among project team members became a model for the group. Project participants worked together for a long enough period of time to experience shared problems and resolve them together. The project team, the ASPSW headquarters and the

ASPSW affiliate now have a common history which is very important for Phase Two activities and possible future projects.

Developing Trust in a Cross-cultural Partnership

Cross-cultural learnings among the project participants could be a subject of special research, because we have a joint team that has successfully developed a long-term project affecting thousands of people. Since the evaluator had to focus on the project itself, the time for interviews was very limited and there was no chance to observe the group process. Therefore, this part of the evaluation report will not reflect the deepness and richness of the participants cross-cultural experience.

The introduction to this part of report could become two quotes:

"I was very cautious about working with any Russians." (American Team Member)

"I was very cautious about learning from any Americans." (Russian Participant)

These two statements describe the initial stage of cooperation: being cautious. Americans are cautious because they do not know whom to trust in Russia and whether it is possible to trust Russians who introduce themselves as social work professionals: "What do they know about social work?" Russians are cautious because they have met Americans who love to teach without taking into consideration national and cultural differences: "They are teaching everywhere how to do things the right way without a good understanding of local conditions."

In this project the Americans had considerable reason to trust their Russian partner's competence and commitment based on several years of interacting with them before the project began. The Project Director, in particular, was quite clear that ASPSW had considerable expertise in social work (she had visited some of their rural projects in May 1993) and that they were doing good work in many areas, despite the fact that the profession is new in Russia. Similarly, ASPSW leaders had had several meetings with the Project Director before the project began, were involved in the grant writing process and knew that they were dealing with people who had rich international experience. The partnership was not occasional and had a serious basis, though the first steps, first interactions were not easy: some miscommunications, some misunderstandings.

ASPSW participants did not have preliminary meetings with the Project Team representatives and some were still cautious at the first workshop. As a result both sides were very careful:

"Will it be okay to suggest Russians to do this?... Well, it seems to work..."

"Americans are suggesting to do strange (wild) things. Is it okay to tell them that I

don't like it? Or is it better to follow them for a while?"...

The results of the Climate Setting exercise at the first workshop reflect these feelings (Action Planning Workshop Report, page 5): "...Although participants were asked to anonymously list their fears on a piece of paper, no fears were expressed..." This did not mean that people had no fears; instead, it reflected people's caution in expressing themselves.

The joint team passed the initial "carefulness" rather quickly. Americans were open for feedback, flexible and culturally sensitive. All had international experience. Professor Lowell Jenkins had worked with Russian partners for a number of years. The Russians were assertive and had an excellent communications channel: the Russian Project Manager who is fluent in English and knows American culture.

It is interesting to note that today Russian project participants are saying that Americans almost do not differ from us: "they are just more relaxed and outgoing." Americans on the other hand mention some differences: higher value placed on personal relationships and deeper emotional connections, giving indirect feedback through the project manager instead of direct communication (through interpreter)...

It is difficult to comment on this material although one conclusion is obvious: the American Project Team, ASPSW headquarters and ASPSW branch representatives developed a high level of trust and mutual respect, which is very important for future project development. Achieving that level of interrelationships in a cross-cultural team is one of the project's achievements.

We would like to quote here Eileen Kelly, Project Director. Her statement reflects positions and experiences of all the project participants from both countries:

"In the course of working through various different understandings and disagreements, I have developed a deep respect and affection for our partners, love the challenge of working with them, especially because they are so focused, clear about what they want and don't want, hard-working, committed, and productive."

We recommend that both sides have a special session focused on cross-cultural issues during the second phase of the project. It might be very insightful for everybody. The experience that people have is powerful but not yet fully realized. The results of such a session might be useful for the future cross-cultural teams.

Office Equipment Effectiveness and ASPSW Communications System

Establishing the electronic communication system was one of the objectives of Phase One. The objective was achieved, although problems remain.

According to the project plan, ASPSW headquarters and branches received office equipment including personal computers (PCs), modems, printers, copiers, and fax machines. Six regions and headquarters have computers; eight regions and headquarters have faxes. Headquarters, Altai (Barnaul) and Tambov are on e-mail. Several regions are now communicating by fax. Headquarters is identifying and collecting data bases for eventual access by e-mail. The initial project plan called for the purchase of equipment for only five regions, so the project has exceeded its goal in this regard.

The PCs are in use. People in Tuva and Yakutia who had problems as computer users are now connected with local universities which have highly qualified computer consultants. ASPSW Branches in Mary El, Stavropol and Igrim will get appropriate training and consultations in the beginning of next year from a visiting computer professional hired by the headquarters to do this job.

The software people are using includes mostly Word Processors and Accounting Systems which are not uniform across regions. FAX machines are in use, but in three cases (Tuva, Yakutia and Igrim) the quality of communications is so poor because of the telephone systems that it is sometimes difficult to send and receive fax messages. Copiers are in use.

ASPSW needs to develop the Information Systems concept. Standards of software should be established in order to have the possibility of using common databases and sharing texts.

E-mail might be a problem for the affiliates that have poor quality telephone communications. One solution might be to use the high quality communication channels of oil companies (including foreign) or other industrial enterprises as an in-kind contribution in order to reach the telecommunication networks hubs. There are a number of such networks in Russia: Relcom, Glasnet, Russia-on-Line.

Beyond the Scope of the Project

After each workshop the Project Team conducted an evaluation and revised future plans accordingly. Project modification based on evaluation feedback became an organic part of the project; this was one of the reasons that the quality of workshops improved and the satisfaction of participants grew.

In addition, considerable work was done beyond the scope of the project in response to specific requests related to important needs identified by the Russians. These activities included:

- o training and education in social work (in addition to the workshop programs)
- o developing and delivering materials on social work
- o writing two proposals for new projects,
- o assisting Altai and Mary El in writing proposals

- o bringing Russian to the states in October 1995 for the NASW Annual Meeting of the Profession and a study tour
- o helping to find medical care for a young girl with cancer in Mary El,
- o developing training manuals and looking for funding in order to publish them.

ASPSW Specific Features, Current Problems and Role in Developing the NGO Sector in Russia

The Russian counterpart - the Association of Social Pedagogues and Social Workers - has a unique history and very special features (in comparison with other NGOs) which have influenced the development of the project and should be taken into consideration in the future.

The ASPSW is a fast growing NGO with a bright, strong, charismatic leader Valentina Bocharova. The Association was started in close contact with the state structures of the USSR (Ministry of Education and Ministry of Social Protection in particular). The initial group which founded the ASPSW was a temporary research team (lead by V.Bocharova) funded from the federal budget. The first social work professionals and groups who first joined ASPSW (more than 100) were state employees or state organizations: the NGO sector did not formally exist at that time -- about eight years ago.

Thus from the very beginning the ASPSW had close contacts with governmental structures and one of the ASPSW major strategic priorities was and is close cooperation with governmental structures on all levels. The overwhelming majority of ASPSW branch leaders used to be or currently are in top positions in local and regional administrations. While an independent non-governmental organization, ASPSW is very close to the state structures. Most ASPSW funds come from state and municipal budgets. One might say that the ASPSW is emerging as an independent organization and separating from the state structures which delegate its responsibilities and share its funds.

This strategy has allowed the ASPSW to grow fast and to have strong affiliate managers with excellent management experience and connections with some authority over local, regional and federal administrations. The ASPSW doesn't have that spirit of confrontation with authorities which often characterizes "grassroots" NGOs and creates problems for both sectors.

Good connections with the state educational system (Russian Academy of Education, universities, colleges, schools) allowed the ASPSW to be recognized on the state level and to get permission to license social work professionals.

The combination of smart policy, serious scientific research, educational programs and social work practice attracted to ASPSW thousands of practitioners, scientists and educators. Two sister associations have been recently founded for social work educators and youth social initiatives.

Some implications for the future are as follows

1) Fast growth has raised management and organizational development issues. ASPSW needs to be strengthened organizationally. Thus the project focus is real and appropriate.

2) ASPSW Moscow Headquarters needs to revise its general strategy and develop an effective organizational structure and management system. Since the focus of this project is on the regional affiliates rather than on the headquarters, this goal cannot become a top priority during this project. But the effectiveness of the RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT will depend on the effectiveness of the ASPSW as a system. Thus, work with the headquarters on the ASPSW system development might become an organic continuation of the project.

3) ASPSW is uniquely positioned between "grassroots" NGOs and governmental structures. One of its important roles might be as a mediating influence or structure. The ASPSW could serve as "a political umbrella", providing professional mentorship and information for emerging NGOs focused on social issues. It could also serve as a professional evaluator or screener for governmental structures searching for competent social work professionals.

4) Because of its close connections with governmental structures, ASPSW may confront problems in dealing with other NGOs (although this sounds strange). On the one hand, NGO leaders may not see the difference between ASPSW representatives and government authorities. On the other hand, ASPSW representatives may not be ready to communicate with folks who are not that loyal to the authorities. ASPSW should develop a clear understanding of its own identity and role within these sectors, and a related effective strategy for cooperating with other NGOs. ASPSW members who have multiple roles must be clear about their own roles and relationships and related responsibilities. At this time, the idea of cooperation with other NGOs sounds new for some ASPSW leaders which indicates at a minimum that they did not consider themselves to be representatives of the NGO sector.

5) Dealing with businesses is a new kind of activity for most ASPSW leaders. To communicate effectively with the business sector, they need to learn more about business culture, its language and its needs. The experience of ASPSW leaders to date has for the most part been communication with businesses through governmental structures.

6) ASPSW's long-term strategy should also address the potential conflict and different understandings between "practitioners" and "scientists." They may have different paradigms. Their value systems may differ. Their development needs and goals may be different as well.

Recommendations for Modifying the Focus of Phase Two

According to the initial plan, Phase Two activity would focus on facilitating cooperation between the three sectors to solve regional and local social problems.

In addition, this evaluator recommends:

- a) focusing on the development of common ground for future cooperation between the three sectors instead of trying to solve problems immediately
- b) sharing responsibility with Russian counterparts so that they create the context and own the process, while Americans work only on a temporary basis as consultants/trainers/facilitators
- c) providing Russian counterparts with detailed instructions concerning their roles and the preparations they must undertake
- d) developing best case - worst case scenarios with each Russian counterpart in order to avoid failures which may influence the ASPSW image and the project results in general.

One option would be to focus on strengthening projects that are already underway, are well known, and reasonably successful under the auspices of ASPSW affiliates in the regions. Activities could focus on expanding the role of other NGOS, the business community, and local governments in these projects.

Guidance for Future Joint Russian-American Projects

Determine the goals first.

Determine the priorities.

Be realistic about your own abilities.

Don't try to invent the wheel. Consult with people who have experience in developing and implementing joint projects.

Cooperate with the people who participated in such project.

Develop personal relationships.

Be extremely flexible (don't force).

Continuos feedback is crucial.

Hire a Russian bilingual Project Manager.

Acknowledgments

I was honored to do this evaluation and appreciate the invitation of Eileen McGowan Kelly and Lowell Jenkins of the NASW and Valentina Bocharova and Victor Smirnov of the ASPSW to do this work. I would also like acknowledge the assistance provided by Project Manager, Tatiana Zimakova, in organizing this work. Further, I would like to thank all of those individuals who demonstrated openness and patience during evaluation interviews.

ПРОЕКТ

“Поддержка российских негосударственных учреждений социальной сферы”

Проект проводится Национальной ассоциацией
социальных работников США и Ассоциацией социальных
работников и социальных педагогов России.

*Отчет по анализу результатов первого года работы.
Отчетный период: 1 июля 1994 года - 10 октября 1995 года*

Отчет подготовлен Алексеем Кузьминым,
компания “Процесс Консалтинг”,
г.Москва

Октябрь, 1995

ВВЕДЕНИЕ

Национальная ассоциация социальных работников США (NASW) и Ассоциация социальных педагогов и социальных работников России - это неправительственные организации, сотрудничающие в области совершенствования практики социальной работы и улучшения социальных условий в двух странах.

Весной 1994 года NASW получила грант от Американского агентства международного развития. Цель проекта "Поддержка российских негосударственных учреждений социальной сферы" - содействие институционализации, совершенствованию управления и развитию системы коммуникаций в национальном офисе и пяти региональных отделениях АСОПиР, а также неправительственных организаций социальной сферы в трех из пяти указанных регионов. Усиление этих организаций, в свою очередь, поможет уменьшить страдания людей, что характерно сегодня для большей части России.

Первый этап проекта был начат в июле 1994 года. Он включал Национальный семинар по планированию действий (октябрь, 1994) и несколько базовых семинаров по управлению, проведенных для группы с участием руководства АСОПиР и представителей регионов:

1-5 декабря, 1994 (Казань - Волжск),
25 февраля - 1 марта, 1995 (Ясная Поляна),
26-28 мая 1995 (Тамбов),
14-18 октября 1995 (Барнаул)

Темы семинаров включали методы, инструменты и техники анализа потребностей, планирования проектов, исследования ресурсов, написания заявок на гранты, а также - тренинг тренеров, стратегическое планирование, оценку проектов и организационное развитие.

Учебный процесс включал помимо семинаров практическую работу на местах. Всем слушателям было предложено попробовать применять инструменты, которые они получали во время семинаров от тренеров.

Во время первой стадии проекта было закуплено офисное оборудование для АСОПиР и восьми (вместо пяти) региональных отделений.

Вторая стадия проекта будет направлена на развитие сотрудничества между тремя секторами (государственный, бизнес-сектор и негосударственные некоммерческие организации) в трех регионах, выбранных на последнем семинаре.

ЦЕЛИ АНАЛИЗА ПЕРВОГО ЭТАПА ПРОЕКТА

Оценить результаты (достижения) первого этапа проекта (Достигла ли проектная группа целей, объявленных год назад? Какое влияние имел проект?) и выработать рекомендации по дальнейшему развитию проекта (Что может быть сделано лучше или по-другому для того, чтобы выполнить поставленные задачи?).

ИСТОЧНИКИ ИНФОРМАЦИИ И МЕТОДЫ СБОРА ИНФОРМАЦИИ

Консультант был приглашен для проведения анализа на базе индивидуальных интервью с представителями региональных отделений и руководства АСОПиР, проектной группой и ответственными сотрудниками московского представительства World Learning, ответственными за проект. В распоряжении консультанта также были предоставлены заявка на грант, годовой отчет, материалы тренингов и проекты, разработанные в качестве домашних заданий участниками семинара. К сожалению, принимая во внимание ограниченность времени и финансовых ресурсов, было невозможно посетить региональные отделения АСОПиР для непосредственного ознакомления с изменениями, происшедшими в ходе проекта на рабочих местах.

Таким образом, методы, использованные для сбора информации включали интервью и анализ документации.

Всего проинтервьюировано 16 человек:

Представители региональных отделений АСОПиР (9)
Полина Ключинова и Светлана Христофорова (Боровск),
Валерий Михайлов (Марий Эл),
Петр Макаров (Якутия),
Раиса Куличенко и Татьяна Дьячек (Тамбов),
Святослав Григорьев и Людмила Демина (Барнаул),
Тамара Грудо (Игрит)

Руководство АСОПиР (2)
Валентина Бочарова (президент) и Виктор Смирнов (генеральный директор)

Проектная группа (4)
Айлин Келли (США) - директор проекта,
Алекс Дреслер (США) - тренер,
Лоуэлл Дженкинс (США) - тренер,
Татьяна Зимакова (Россия) - менеджер проекта.

Московский представитель World Learning (1)
Джеффри Джекобс - руководитель проектов

Документы, использованные в процессе работы:
заявка на грант, годовой отчет, Проекты, разработанные участниками из Тамбова (решение проблем занятости), Марий Эл (защита детей и реабилитация инвалидов), Тувы (работа с семьей), Ставрополя (директория местных неправительственных организаций), Барнаула (сотрудничество трех секторов в решении экологических проблем), Игрита (молодежный Центр).

I. ОБЗОР ДАННЫХ

Члены АСОПиР.

Образование, профессиональный опыт и сегодняшние должности региональных представителей АСОПиР.

Были проинтервьюированы 9 лидеров региональных отделений АСОПиР. 6 из них имеют высшее педагогическое образование, 1 - высшее техническое, 1 - социологическое и 1 - психологическое. 3 имеют ученые степени, 6 - сегодня работают над кандидатскими или докторскими диссертациями в области социальной работы.

3 имеют опыт работы в качестве директоров или заместителей директоров школ (продолжительность работы в школе колеблется от 6 до 11 лет), 2 были на руководящих должностях с ответственностью за социальный сектор в местных структурах КПСС.

1 - работал в качестве главы местной администрации на протяжении ряда лет.

3 работали на руководящих должностях в университетах.

В настоящее время

5 работают преподавателями и администраторами в университетах,

1 работает заместителем главы местной администрации,

3 работают руководителями социальных Центров.

По каким причинам интервьюируемые вступили в АСОПиР?

- возможность контактов и обмена опытом с представителями различных регионов (эта причина упоминалась 5 раз),
- формальный статус, статус для местной администрации (4),
- формальный профессиональный статус/государственные сертификаты (4),
- возможности для профессионального развития (2),
- информация, научная литература (2),
- международные контакты (1),
- оборудование (1)

Отношения между региональными представителями АСОПиР и местными властями

8 из 9 региональных лидеров отметили, что они имеют очень хорошие отношения (связи) с местной администрацией. В одном случае мэр города входит в региональное правление АСОПиР, в другом случае заместитель председателя местной думы является председателем регионального отделения АСОПиР. Те члены АСОПиР, которые имели опыт работы в муниципальных структурах, имеют хорошие отношения с представителями нынешних администраций.

СЕМИНАРЫ

Наиболее важные темы

Мнение участников (в скобках указано количество участников, упомянувших тему как одну из наиболее важных):

- (5) БОУ (быстрая оценка с участием)
- (4) Stakeholder Analyses
- (4) Проблемное колесо
- (3) Сбор средств, написание заявок на гранты
- (3) "Ледоколы"
- (2) Взаимодействие между тремя секторами
- (2) Силы-Слабости-Возможности-Опасности
- (1) Миссия организации

Учебный процесс и методы обучения

Участникам понравилось:

позитивная групповая атмосфера

- неформальные взаимоотношения,
- каждого выслушивали,
- уважение к различным нациям как групповая норма,
- уважение к разным уровням подготовки,
- демократия,
- специальные упражнения для снижения напряженности и стресса ("ледоколы"),
- использование только имен при обращении друг к другу (неформальный способ обращения для России),
- юмор, смех,
- "резонанс" (как в музыке) и включенность людей.

творческий характер учебного процесса и активное участие слушателей

- творчество,
- каждый участвовал,
- взаимное обучение и поддержка,
- отсутствие давления,
- высокая интенсивность учебного процесса.

методология обучения и инструменты

- ясные цели обучения,
- информативность,
- движение "шаг за шагом",
- простота (серьезные вопросы объяснялись просто и понятно),
- работа в малых группах,
- практические задания,
- публичные выступления (возможность и необходимость готовить выступления и самим выступать перед группой),
- очень хорошие раздаточные материалы,
- плакаты на стенах.

позиция и поведение тренеров

- гибкость и открытость тренеров.
- смена тренеров.
- разные стили (образы) тренеров.
- открытость тренеров для получения обратной связи (включая критику) от участников.
- непринужденное естественное поведение.
- детальная тщательная подготовка к семинарам.

Некоторые проблемы/препятствия, отмеченные участниками:

- "Вначале все выглядело знакомым и у меня было ощущение потери времени",
- "Иногда мы говорили о простых вещах слишком долго",
- "Мне никак не удавалось избавиться от внутреннего напряжения, психологических комплексов",
- "Я боялась выглядеть глупо",
- "Мне казалось, что я не буду соответствовать уровню группы",
- "Некоторые выступления меня раздражали, но я молчала",
- "Я боялась обидеть людей",
- некоторые несогласия (иногда - напряжение) между практиками и учеными,
- "Будучи взрослыми людьми, мы мы беспокоились, чтобы не оказаться в позиции школьников. Этого не случилось - подход, предложенный тренерами был адекватен для обучения взрослых",
- "У меня были сомнения относительно того, чему нас могут научить американцы",
- "Языковой барьер был проблемой",
- "Я здорово разозлилась на себя за слабое знание английского языка".

Результаты семинаров:

- "Наша самооценка возросла, поскольку мы были включены в проект и получили положительную оценку наших американских тренеров",
- "Свободная демократичная форма взаимоотношений в группе повлияла на мое поведение на работе по отношению к подчиненным и дома",
- "Мы сами стали более демократичными",
- "Мы проанализировали наших собственных сотрудников, используя метод...",
- "Мы опубликовали методы, которые изучили",
- "Мы использовали Проблемное Колесо в психотерапии",
- "Изученные методы позволяют экономить массу времени",
- "Я провела родительское собрание с использованием метода Проблемного Колеса",
- "Мы пересмотрели нашу собственную миссию и стратегию. Теперь мы планируем на менее короткий период - на год вперед (вместо четырех)",
- "Участие в этом проекте улучшило наш имидж на местном уровне и помогло в развитии взаимоотношений с представителями местной администрации",
- "Мы лучше познакомились и установили рабочие отношения с представителями шести регионов",
- "У нас была возможность посмотреть организацию социальной работы в нескольких регионах",
- "Мы почти организовали негосударственную некоммерческую организацию",
- "Мы развиваем отношения с местными негосударственными организациями".

ДИНАМИКА ПРОЕКТА

Критические события

Всем интервьюируемым был задан вопрос: "Какие события в ходе проекта Вы бы назвали наиболее важными, критическими (поворотными моментами)?"

Участники:

- "Момент, когда мы узнали, что включены в проект",
- Второй семинар
"Мы нашли общий язык с тренерами"
"Вначале мы не понимали целей гранта и были огорчены тем, что американцы "транжируют наши деньги". На втором семинаре у нас произошло открытое обсуждение и мы прояснили ситуацию",
- Третий семинар
"У нас был серьезный разговор относительно наших ожиданий от проекта",
"Мы посмотрели презентации проектов, представленные другими, представили наши собственные результаты и перешли от общих вопросов к конкретике",
"Это была конструктивная конфронтация и прояснение отношений между всеми тремя сторонами: руководством АСОПиР, представителями региональных отделений АСОПиР и тренерами",
- Выбор трех регионов для второго этапа проекта в Барнауле
"Мы нервничали",
"Это было ощущением потери: мы понимали, что уже никогда не встретимся как группа",
"Мы были горды тем, что коллеги признали наши достижения - мы даже не ожидали этого"

Команда Проекта:

- Второй семинар
"Мы прояснили роль менеджера проекта"
"Мы подготовили действительно полезные материалы"
"СА был первой темой, которая действительно увеличила энергию группы"
"Директор Проекта приняла участие и была очень эффективна"
"Мы работали в большей мере на формирование команды и построение взаимоотношений"
- Третий семинар
"Мы получили открытую конструктивную обратную связь от участников. Они очень четко сказали о вещах, которые им не понравились. И, хотя это не было для нас большим удовольствием, мы были благодарны им, поскольку это было знаком доброй воли и реального взятия ответственности за процесс со стороны участников. Они использовали нормы, которые мы продекларировали, и продемонстрировали нам, что иногда мы не следуем этим нормам".
- Последний семинар
"Было трудно найти способ выбора трех регионов из восьми. Мы предложили самим участникам стать судьями. Вероятно, это была наиболее объективная из всех возможных процедур".

Кросс-культурные проблемы/наблюдения/размышления

Российские участники (об американцах):

- "Они более общительны, более раскованы, чем мы. Это помогло нам стать более раскованными и естественными"
- "Очень важно получить положительную обратную связь относительно своей работы от иностранных профессионалов"
- "Это было первым в моей жизни личным знакомством с иностранцем"
- "Они совсем не отличаются от нас. Просто они - яркие личности"
- "Их поведение очень естественно. Мы - более скованы и неестественны"
- "Языковой барьер был проблемой. Вероятно, это должно быть очень сложно для тренера иметь переводчика в качестве посредника между ним и группой"
- "Некоторые вещи, которые они предложили, выглядели в высшей степени странно"
- "Мы очень настороженно относились к обучению у любых американцев".

Американская команда (Проектная Команда) (о российских участниках):

- "У меня было настороженное отношение к работе с любыми представителями России"
- "Мы ощущали себя в некотором вакууме в процессе написания гранта и разработки проекта, хотя раньше у нас был международный опыт"
- "Вначале мы задавали вопросы и не получали ясных ответов"
- "Они (участники) никак не хотели рассматривать людей в качестве ресурсов организации"
- "Они не приняли идеи создания сети для привлечения ресурсов. Для них это выглядело некой манипуляцией. Они не согласились "использовать людей" в собственных целях"
- "Они более ориентированы на личные взаимоотношения между тренерами и группой, чем мы могли себе представить. В США это более формально - чисто профессиональное обучение"
- "Их энергия невероятна! Они работают по 10 часов каждый день и устраивают вечеринки каждый вечер! Это совершенно выматывает."

Вторая фаза проекта: надежды, проблемы, приоритеты

"У нас нет эффективной системы коммуникаций между руководством АСОПиР и региональными отделениями. Я боюсь, что у нас на это не хватит времени и денег"

"Это проект предполагает продолжительные отношения с Проектной Командой. Мы имеем дело с тысячелетним опытом поведения. Серьезные изменения требуют времени и людей, имеющих совместную историю"

"АСОПиР нуждается в усилении в организационном отношении. Мы не сможем заниматься этим на втором этапе проекта, поскольку будем ориентированы на работу в трех выбранных регионах, а не с центральным офисом"

"АСОПиР - это большая организация. Отношения между отделениями и центральным офисом требуют серьезного внимания"

"У меня есть озабоченность относительно деятельности по привлечению средств в "центре" и регионах. Им следует быть более твердыми и агрессивными"

"Будет очень важно подумать о том, как представить конкретные результаты второго этапа проекта. Обеим сторонам (российской и американской) следует искать способы ясного описания результатов проекта. Результаты следует сделать измеряемыми"

"Вторая стадия проекта будет отличаться от первой и будет более трудной. На первой стадии мы имели дело с людьми, представляющими одну социальную группу. На второй стадии мы включим представителей бизнеса, местных властей и НКО. Это будет сложно. Нам следует очень хорошо подготовиться самим и подготовить этих людей к совместной работе"

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- изменение поведения (продолжительное обучение в одной и той же группе, с одними и теми же тренерами, совместное решение проблем; модель коммуникаций и нормы поведения, заданные командой Проекта; публичные представления оригинальных проектов, созданных с помощью новых инструментов, на национальных конференциях АСОПиР способствовали формированию сильной групповой культуры, положительно (по мнению участников) повлиявшей на поведение участников в повседневной жизни);

- повышение эффективности работы (Инструменты, полученные участниками, помогли им повысить эффективность работы в сфере управления, исследованиях, преподаваний. По свидетельствам участников, новые подходы экономят время, делают более эффективной коллективную работу, помогают включить большее количество людей в процесс решения проблем);

- изменение стратегий организаций (несколько участников отметили, что семинары помогли им повысить эффективность их собственных организаций, но только в одном случае четко сформулировали, в чем это выразилось: была скорректирована миссия организации, а планирование теперь ведется на год вместо четырех лет);

- создание положительного имиджа АСОПиР и ее отделений (участники использовали информацию о Проекте в отношениях с общественностью. NASW и АСОПиР разослали письма муниципальным властям, некоторые участники проинтервьюировали американских тренеров и записали эти интервью на видео, чтобы показать дома, используя Проект для формирования имиджа АСОПиР осознанно, творчески и активно);

- развитие связей между регионами (Участники установили деловые и личные контакты друг с другом и с профессионалами в области социальной работы в регионах, которые они посещали во время занятий. Некоторые начали совместно использовать ресурсы и предпринимать небольшие совместные Проекты);

- развитие третьего сектора (Идея сотрудничества между тремя секторами была новой и продуктивной для участников. Некоторые вначале не осознавали, что сами являются представителями третьего сектора. Они начали развивать рабочие связи с некоммерческими организациями в своих регионах. В двух случаях участники организовали новые некоммерческие организации).

Анализ результатов семинаров, основанный на отчетах NASW и данных интервью, показал, что наибольший эффект обучения проявился

- в передаче знаний и навыков,
- в использовании/опробовании участниками новых методов и технологий,
- в развитии контактов участников с местными властями и общественностью;
- развитии контактов участников между собой и с другими некоммерческими организациями.

Менее заметны результаты:

- в развитии/преобразовании своих организаций,
- развитии отношений с бизнесом.

Такие результаты отражают приоритеты первого этапа Проекта. Тем не менее, определенные изменения на уровне организаций произошли. Правление АСОПиР разрабатывает новый Устав, который, в отличие от старого, станет рабочим документом. АСОПиР разрабатывает новую организационную структуру и системы. Правление работает над созданием механизма финансирования и начинает контакты с представителями потенциальных спонсоров среди бизнесменов.

Динамика изменений.

Ход Проекта отражает динамику отношений в команде Проекта, между командой Проекта и правлением АСОПиР, между командой Проекта и участниками (представителями регионов), а также между участниками и правлением ассоциации.

Отметим наиболее важные события (в терминах процесса) первой стадии Проекта в соответствии с информацией, полученной от проектной группы, руководства АСОПиР и участников:

(1) Первый семинар в Москве описывается большинством опрошенных как знакомство и "настройка". Люди не знали друг друга достаточно хорошо; некоторые были насторожены по отношению к американцам (особенно в начале); некоторые стеснялись. Несколько участников были разочарованы началом, но не дали открытой обратной связи тренерам. Stakeholder Analyses был той точкой, когда мотивация и энергия группы возросли. В целом результаты семинара были положительными, хотя серьезные разногласия между партнерами остались пока непроясненными и непроговоренными.

(2) Второй семинар был подготовлен с учетом обратной связи, полученной от группы после первого семинара. Т.Зимакова (российский менеджер Проекта) включилась в работу и очень помогла в качестве посредника (медиатора) между правлением, участниками и американскими тренерами. Роль менеджера Проекта была очень важной на протяжении всего Проекта. Именно благодаря менеджеру Проекта удалось избежать ряда серьезных проблем. Уровень взаимного доверия вырос. Было проведено открытое обсуждение финансовых вопросов и роли менеджера Проекта. Группа с энтузиазмом восприняла метод БОУ и другие методики, представленные на семинаре. Участникам понравились раздаточные материалы, переведенные на русский язык.

(3) Третий семинар был назван наиболее значимым событием всеми опрошенными. Люди знали друг друга намного лучше, групповая культура уже сформировалась. Когда тренеры нарушили все базовые правила, которые они сами же установили в качестве групповых норм, участники выразили протест. Это была конструктивная конфронтация. Тренеры восприняли обратную связь открыто, что усилило группу, подтвердило и усилило групповые нормы поведения. Участники были благодарны тренерам и в личном, и в профессиональном планах. Тренеры были благодарны участникам за то, что они взяли на себя ответственность за процесс.

(4) Все опрошенные отметили, что четвертый и пятый семинары прошли прекрасно во всех отношениях. Учебный процесс был очень интенсивным. Группа работала очень хорошо.

(5) Последним критическим событием был выбор трех из восьми регионов в качестве приоритетных для второй фазы Проекта. Российская сторона предложила продолжить Проект во всех восьми регионах, но, в силу ограниченности ресурсов, необходимо было сделать выбор. Все согласились с тем, что процедура выбора и принятия решения была объективной но эмоционально процесс был болезненным для многих участников, поскольку это было окончанием группы, ставшей очень значимой практически для всех.

Успешное завершение первой фазы проекта было достигнуто благодаря нормам, заданным проектной группой (открытое честное общение, открытое совместное принятие решений, взаимоуважение, гибкость, готовность к компромиссу). Эти нормы были приняты руководством АСОПиР и участниками группы. Решение о том, что все три американских специалиста будут участвовать во всех семинарах (начальный план был другим), помогло в сплочении группы. Взаимоотношения между членами проектной группы стали моделью для участников. Люди работали вместе достаточно долго, получив возможность и столкнуться с общими проблемами и совместно же разрешить их. У Проектной группы, руководства АСОПиР и региональных представителей ассоциации теперь есть совместная история, что очень важно для второй фазы Проекта и будущих совместных дел.

Развитие доверия между представителями разных культур.

Опыт взаимодействия между представителями разных культур в ходе Проекта мог бы стать предметом отдельного исследования, поскольку мы имеем дело с международной командой, успешно развивающей долгосрочный Проект, оказывающий влияние на тысячи людей. Поскольку консультант, проводивший оценку Проекта, имел весьма ограниченное время для интервью, не мог наблюдать групповой процесс и ориентировался в большей мере на содержание и ход проекта, чем на межкультурные взаимодействия, эта часть отчета не может отразить глубину и богатство опыта, полученного участниками.

Введением к данной части отчета могут стать две цитаты:

*"У меня была большая настороженность
относительно работы с любыми русскими"
(американский член проектной группы)*

*"У меня была большая настороженность
относительно обучения у любых
американцев" (российский участник)*

Эти два утверждения описывают начальную стадию сотрудничества: настороженность. Американцы насторожены, поскольку они не знают, кому можно доверять в России и можно ли вообще доверять русским, представляющимся профессионалами в области социальной работы. "Что они знают о социальной работе?".

Российские участники насторожены, поскольку они имели опыт общения с американцами, которые любят учить, не принимая во внимание национальных и культурных различий. "Они учат тому, как следует работать, не имея отчетливого представления о местных условиях".

В этом Проекте американцы имели серьезную причину доверять компетентности и включенности российских партнеров на основании опыта общения в течении нескольких лет до начала Проекта. А.Келли (Директор Проекта), например, была вполне уверена, что АСОПиР - весьма серьезное профессиональное объединение социальных работников, педагогов и ученых. А.Келли ознакомилась с некоторыми сельскими проектами АСОПиР в 1993 году и сочла их вполне серьезными и эффективными несмотря на новизну самой профессии социального работника в России. Руководители АСОПиР встречались несколько раз с Директором Проекта еще до начала совместных работ, участвовали в подготовке заявки на грант и знали, что имеют дело с опытными людьми. Партнерство не было случайным и имело серьезную основу, хотя первые шаги и начало взаимодействия не обошлись без непониманий и разногласий.

Участники не имели предварительных встреч с проектной группой, поэтому некоторые из них были настороженными во время первого семинара. В результате обе стороны были очень осторожны:

"Интересно, можно ли предложить русским сделать это?... Кажется, получается..."

"Американцы предлагают делать странные (дикие) вещи. Можно ли сказать им, что мне это не нравится? Или лучше пока делать то, что они предлагают?"

Результаты упражнения по формированию групповой атмосферы отражают эти чувства (отчет о семинаре по планированию действий, стр.5): "Несмотря на то, что участникам было предложено анонимно написать их опасения на листочке бумаги, никаких опасений никто не выразил..." Это не означало, что у людей не было опасений, напротив, этот факт отражал осторожность в самовыражении.

Совместная команда прошла стадию "начальной настороженности" весьма быстро. Американцы были открыты для обратной связи, проявляли гибкость и чувствительность к культурным различиям. Все они имели опыт работы в разных странах. Профессор Лоуэлл Дженкинс работал с российскими партнерами на протяжении нескольких лет. Российские участники проявили твердость в отстаивании и выражении собственных взглядов. Кроме того, они имели прекрасный канал для общения: российского менеджера Проекта, свободно говорящего по-английски и знающего американскую культуру.

Интересно отметить, что сегодня российские участники Проекта говорят, что американцы практически не отличаются от них: "они просто более раскованы и общительны". американцы же отмечают некоторые различия: более высокую значимость межличностных отношений и более глубокие эмоции; выражение своего мнения не непосредственно (через переводчика), а через менеджера Проекта.

Мы хотели бы привести здесь высказывание директора Проекта Айлин Келли. Ее мнение отражает позиции и опыт всех участников Проекта из разных стран:

"В процессе работы и преодоления различных непониманий и несогласий у меня сформировались глубокое уважение и привязанность к нашим партнерам, желание вместе решать возникающие проблемы. Я бы особо

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отметила их способность сосредоточиться на главном, ясность в выражении того, что они хотят или не хотят, умение напряженно работать, продуктивность и вовлеченность".

Мы рекомендуем обеим сторонам организовать специальную сессию, посвященную межкультурным вопросам, на второй стадии Проекта. Такая сессия может быть очень интересной для всех. Опыт, полученный людьми, богат, но пока не до конца осознан. Результаты совместной сессии могут быть полезны для будущих международных Проектов.

Эффективность офисного оборудования и системы коммуникаций в АСОПиР.

Создание системы телекоммуникаций было одной из целей первой фазы Проекта. Цель была достигнута, хотя проблемы остаются.

В соответствии с планом Правление АСОПиР и региональные отделения получили офисное оборудование, включающее компьютеры, модемы, принтеры, факсимильные аппараты, копировальное оборудование. Правление, Алтайское отделение (Барнаул) и Тамбов уже используют электронную почту. Несколько регионов начали использовать факс. Правление собирает информацию для создания базы данных для использования через систему электронной почты.

Компьютеры используются. Представители Тувы и Якутии, у которых были определенные проблемы с использованием компьютеров, установили контакты с местными университетами, располагающими квалифицированными специалистами по вычислительной технике. Сотрудники отделений АСОПиР в Марий Эл, Ставрополе и Игриме пройдут соответствующую подготовку и получат необходимые консультации в начале следующего года. Эту работу планируется выполнить с привлечением специалиста по компьютерам на контрактной основе.

Программное обеспечение, используемое Правлением и отделениями АСОПиР включает, в основном, текстовые редакторы (разных типов) и системы бухгалтерского учета (тоже разные).

Факсимильные аппараты используются, но в трех случаях (Тува, Якутия и Игрим) качество связи настолько низкое, что прием и отправка сообщений бывают невозможны.

Копировальные аппараты используются.

АСОПиР нуждается в разработке единой концепции информационной системы. Необходимо разработать стандарты программного обеспечения хотя бы для того, чтобы использовать общие базы данных и обмениваться текстами.

Электронная почта может оказаться проблемой для отделений, которые не имеют качественной телефонной связи. Одним из возможных решений для них могло бы быть использование высококачественных каналов коммуникации нефтяных компаний (включая западные) или других промышленных предприятий в качестве добровольной помощи. Эти каналы можно было бы использовать для соединения с ближайшими

узлами телекоммуникационной сети (в России их несколько - Релком, Гласнет, Россия-он-Лайн и другие).

Внеплановые результаты

После каждого семинара проектная группа проводила оценку и корректировку планов в соответствии с результатами оценки. Изменения Проекта, основанные на обратной связи, стали органичной частью процесса и обусловили, в частности, повышение качества семинаров и удовлетворенности участников (об этом мы упоминали выше).

Часть работы была выполнена сверх запланированной в качестве отклика на конкретные запросы российских участников:

- тренинги и обучение в области социальной работы (в дополнение к программам семинаров),
- разработка и распространение материалов по социальной работе,
- написание двух новых заявок на гранты,
- представители Алтая и Марий Эл написали свои заявки при поддержке проектной группы,
- один российский специалист принял участие в ежегодной национальной конференции NASW в США (октябрь 1995),
- проектная группа помогла Марий Эл в организации медицинской помощи девочке, больной раком,
- разработка учебных пособий и поиск средств для их публикации.

Особенности АСОПиР, текущие проблемы и роль в развитии Третьего сектора в России.

Российский партнер - Ассоциация социальных педагогов и социальных работников - имеет уникальную историю и особенности (по сравнению с другими некоммерческими организациями), которые повлияли на ход Проекта и должны быть приняты во внимание в будущем.

АСОПиР - это быстро растущая негосударственная некоммерческая организация с ярким сильным харизматическим лидером Валентиной Бочаровой. Ассоциация была организована в тесном контакте с государственными структурами СССР (Министерствами образования и социальной защиты, в частности). АСОПиР началась с создания временного научного коллектива (под руководством В.Бочаровой), финансировавшегося из бюджетных средств. Первые социальные работники и социальные службы, вступившие в ассоциацию, относились к государственному сектору: в то время (8 лет назад) негосударственного сектора формально не существовало.

С самого начала своего существования АСОПиР имела тесные контакты с государственными структурами. Одним из стратегических приоритетов ассоциации было и остается сотрудничество с госструктурами на всех уровнях. Лидеры региональных отделений ассоциации (в большинстве своем) были или являются в настоящее время административными работниками высокого уровня местных или региональных администраций. Будучи независимой неправительственной организацией, АСОПиР очень близка к государственным структурам. Большая часть финансирования поступает из бюджетных средств (местных, региональных или федеральных). Можно было бы сказать, что АСОПиР возникла как

независимая организация, отделившись от государственных структур, которые делегировали ей часть ответственности и обеспечили (в особенности на первых порах) финансирование.

Такая стратегия позволила ассоциации быстро расти, получить сильных руководителей региональных отделений с блестящим опытом управления и связями, а также завоевать авторитет на местном, региональном и федеральном уровнях. У АСОПиР нет того духа конфронтации с властями, который характерен для многих некоммерческих организаций, созданных инициативными группами граждан.

Хорошие связи с государственной образовательной системой (Академия педагогических наук, университеты, колледжи, школы) позволили ассоциации получить официальное признание на государственном уровне и право лицензировать специалистов в области социальной работы.

Сочетание гибкой политики, научных исследований, образовательных программ и практической социальной работы привлекли в АСОПиР тысячи практиков, ученых и преподавателей. В настоящее время находятся в стадии организации две новых дочерних ассоциации - Преподавателей социальной работы и Молодежных социальных инициатив.

Таким образом, можно сказать, что:

- 1) Направленность проекта актуальна, поскольку быстрый рост ассоциации связан с решением ряда управленческих и организационных задач.
- 2) Правлению АСОПиР следует пересмотреть общую стратегию и разработать эффективную систему управления и организационную структуру. Поскольку в рамках данного Проекта работа велась, в основном, с региональными отделениями ассоциации, эта цель не может стать приоритетной на втором этапе Проекта. Однако, эффективность Проекта по развитию российских социально-ориентированных негосударственных организаций будет, в конечном итоге, зависеть от эффективности функционирования АСОПиР как системы. Таким образом, работа с Правлением АСОПиР могла бы стать естественным продолжением данного Проекта.
- 3) АСОПиР занимает уникальное положение между негосударственными организациями, созданными по инициативе "снизу" и государственными структурами. Одной из возможных ролей ассоциации может стать посредничество. АСОПиР может обеспечить "политический зонтик", профессиональное руководство и доступ к информации для вновь создаваемых социально-ориентированных негосударственных организаций. АСОПиР может также выступать в качестве экспертной или консультативной группы для государственных структур, нуждающихся в компетентных специалистах в области социальной работы. Такое посредничество может быть очень важно для развития третьего сектора в России.
- 4) В силу связей с государственными структурами АСОПиР может столкнуться с проблемами во взаимодействии с другими некоммерческими организациями. С одной стороны, лидеры некоммерческих организаций могут не увидеть разницы между представителями АСОПиР и властями. С другой стороны, представители АСОПиР могут быть не готовы к контактам с людьми, не проявляющими

лояльности по отношению к властным структурам. АСОПиР следует ясно сформулировать свою позицию и роль во взаимоотношениях с государственным и третьим секторами. Нужно также разработать соответствующую эффективную стратегию сотрудничества с негосударственными организациями. Члены АСОПиР, занимающие несколько позиций одновременно, должны отслеживать свою роль и ответственность в разных системах взаимоотношений. Задача эта является актуальной хотя бы потому, что сегодня идея сотрудничества с негосударственными организациями звучит ново для некоторых лидеров АСОПиР. Этот факт, в свою очередь, свидетельствует о том, что часть лидеров АСОПиР не относят себя к негосударственному сектору.

5) Взаимодействие с бизнесом является новым видом деятельности для многих лидеров АСОПиР. Для того, чтобы более эффективно развивать коммуникации с бизнес-сектором, им нужно больше узнать о культуре, языке и потребностях бизнес-организаций. До сегодняшнего дня большинство лидеров АСОПиР имеют опыт взаимодействия с бизнесом от имени либо через государственные структуры.

6) Долгосрочная стратегия АСОПиР должна быть разработана с учетом потенциальных разногласий (конфликтов) между "практиками" и "учеными". Такие люди могут иметь разное мировоззрение, разные подходы, разные системы ценностей. Их потребности в развитии и цели могут также отличаться.

Рекомендации по модификации второй фазы Проекта.

В соответствии с начальным планом вторая часть Проекта должна быть направлена на развитие сотрудничества между тремя секторами в решении региональных и местных социальных проблем.

Мы рекомендуем:

- 1) сфокусировать усилия на создании основы для будущего сотрудничества между секторами вместо попыток сразу решать реальные проблемы,
- 2) поделить ответственность с российскими партнерами таким образом, чтобы создание контекста и управление процессом было их задачей, а американские специалисты включались в качестве консультантов/тренеров/фасилитаторов на временной основе,
- 3) дать российским партнерам детальные указания относительно их роли и подготовки, которую им необходимо провести,
- 4) проработать лучшие/худшие сценарии развития событий с каждым российским партнером, чтобы избежать провалов, которые могут повлиять на имидж АСОПиР и результаты Проекта.

Один из возможных вариантов - это работать на второй фазе Проекта не над новыми для российских партнеров задачами, а над такими проблемами, которые уже решаются ими в сотрудничестве с другими организациями.

**Советы для участников будущих
российско-американских Проектов.**
(по результатам интервью)

- Вначале определите цели.
- Определите приоритеты.
- Будьте реалистичны в оценке собственных возможностей.
- Не пытайтесь изобретать велосипед. Обратитесь к людям, имеющим опыт участия в подобных проектах.
- Развивайте личные контакты с партнерами.
- Будьте в высшей степени гибкими и не старайтесь заставлять партнера делать что-либо.
- Постоянная обратная связь крайне важна.
- Наймите российского менеджера Проекта со знанием английского языка.

**NATIONAL ASSOCIATION OF
SOCIAL WORKERS**

SUMMARY REPORT

Russian NGO Social Sector Support Project
Action Planning Workshop
October 5-7, 1994
Moscow, Russia



**RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT
SUMMARY REPORT: ACTION PLANNING
WORKSHOP
October 5-7, 1994
Moscow, Russia**

BACKGROUND

The National Association of Social Workers (NASW) and the Association of Social Pedagogues and Social Workers (ASPSW) have conducted a variety of collaborative projects and exchanges since 1990. This partnership began when several NASW members attended a ASPSW-sponsored conference in Russia and NASW then hosted ASPSW leaders at its Annual Meeting of the Profession in Boston, Massachusetts. Since then, NASW members, chapters, and the national office have continued to build the relationship between the two organizations.

In the Spring of 1994, NASW received a grant from the U.S. Agency for International Development (AID) to provide training, technical assistance, and equipment to 1) strengthen the organizational and communications capability of five regional affiliates of the ASPSW and 2) increase the collaboration and management capability of social sector NGOs in three of these regions. The Action Planning workshop described in this report served as the forum through which NASW and ASPSW could refine the project plan and begin its implementation.

WORKSHOP OBJECTIVES

Workshop objectives were to:

1. Identify the ASPSW's perceptions of problems and constraints to be addressed by the project
2. Reveal the values and attitudes to which the project approach must be adapted
3. Arrive at a procedural, analytical, and operational framework that meets the development goals of ASPSW
4. Mobilize the representatives of the ASPSW local affiliates that would participate in the project
5. Generate commitment to and ownership of the project among supporters and implementors

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6. Begin a process for team functioning to be used throughout the planning, implementation, and evaluation of the project
 7. Improve the capacity of project teams to plan and manage on an ongoing basis

PRINCIPLES THAT DIRECTED THE TRAINING

Two major principles guided the design of the workshop. They were:

1. that workshop facilitators were to introduce training methodologies and facilitate their implementation, but the real work to facilitate learning would be done by the participants, and
2. that participants were to adapt methodologies to their own circumstances as they applied learning methodologies.

METHODOLOGIES APPLIED

The methodologies applied at the workshop were based in part on lessons learned in Central and Eastern Europe which may be applicable to Russia. They are:

1. Any institutional strengthening program or organizational development project must take into consideration values that have been internalized during decades of Communist rule.
2. Many individuals who head up or work in NGOs that espouse new values in keeping with the democratic and free market movements of the region are unaware of conflicting values within their own organizations or even within themselves.
3. Many NGO leaders know the kind of organization that they do not want - e.g. autocratic, centralized, and non-participatory - but do not know what the new type of organization is supposed to look like, especially since there is little difference in the vocabulary of the Communist system and the democratic, free market system. Both use words such as democracy, participation, and volunteerism. There can therefore be a problem of understanding concepts.

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4. Strengthening an organization is sometimes seen as establishing a bureaucracy which is anathema to many people in the NGO movement.
 5. Participation within many organizations still means that leaders talk and subordinates listen and take notes. Workshops are expected to be of a similar nature.
 6. Many associations are unaware of the proper relationship between the central office and its chapters or affiliates. This can lead to tensions and threaten the effectiveness of programs and projects.
 7. After decades of Communist rule, many of the people in the NGO movement have difficulty thinking and discussing problems openly in other than abstract terms.
 8. Many NGOs are reactive instead of proactive. They respond to the needs of their beneficiaries as they arise, without anticipating future needs or how to formulate a strategy within a changing environment.

The Action Planning Workshop was designed to introduce a process that could address some of these issues, while also offering methodologies for planning and problem solving.

The workshop methodology included the following:

Climate Setting

This procedure was used to establish a climate conducive to learning and to set the stage for an interactive, participatory approach. Participants were asked to sit in a semi-circle, form dyads, interview their partners, and then introduce their partners to the whole group. In addition, they were asked to write down their fears about the workshop on a piece of paper (leaving their names off), crumple their sheets of paper into a paper balls, and toss them at the facilitator. Each person then picked up a paper ball other than his or her own and read the content after introducing the person interviewed.

Values Analysis

Participants were asked to form into small groups and draw a T on their group's flip chart paper. They were asked to brain-storm (a concept with which they

were familiar) and list down the left-hand column the values of the Communist system. Next, they were asked to follow the same procedure, but this time to list down the right-hand column the values of their association.

Stakeholder Analysis

Participants were shown how to analyze their stakeholders, defined as any organization or individual that could positively or negatively affect their work. The analysis involved placing the NGO within a rectangle, spreading out from the rectangle are various straight lines attached to circles. The length of the line from the rectangle represents the degree of influence a particular stakeholder has on the NGO, or is influenced by the NGO. The size of the circle represents the influence the stakeholder has in the community as a whole.

Problem Wheel

This method was used to identify the various components of a problem. It also showed participants possible entry points to solve the problem by identifying which components are under their "control" or "influence," or "beyond their control and therefore must be accepted." Participants were shown this method and then applied it to a real life problem.

Except for the Climate Setting exercise, the exercises involved: a) an explanation of the concept in a plenary session, b) practical application of the concept in small groups; and c) presentation of results by the groups to all workshop participants in a plenary.

RESULTS

The participants completed all of the exercises during the two-day workshop. The Climate Setting exercise put participants at ease and set the proper mood for the workshop. Although participants were asked to anonymously list their fears on a piece of paper, no fears were expressed. One person did state that he or she was from the old school and believed in just telling people what they need to know.

The Values Analysis sparked a lively debate among the participants that could easily have gone on for hours. The values of the association had never been discussed before, either at the central office of the association or within the chapters. The group put together a list of seven values shared by all participants. They decided to take that

list, present it to the members of their affiliate organizations for discussion, and come up with a final list at the next national conference of the association.

The Stakeholder Analysis was enthusiastically received by the participants. Everyone said that he or she had an immediate use for this method of analysis. Each of the regions represented at the workshop presented a local stakeholder analysis based on the method learned. Each participant said he or she would go back home and prepare an in-depth stakeholder analysis with chapter members and present the results at the next ASPSW national conference. ASPSW headquarters staff also participated and will make their own presentation at the next ASPSW conference.

The Problem Wheel was a bit more difficult to transfer to the participants. Many of them had difficulty in identifying a problem in concrete terms, instead of abstractly.

EVALUATION

The evaluation of the workshop was carried out in three steps. At the end of the first day, the three-person training team asked the ASPSW President and several other top level ASPSW leaders for their evaluation. At the end of the second day, the training team asked several rank and file participants, selected at random for their evaluation. Team members got together on their own later in the day to evaluate the two days.

Several Russians commented that the Climate Setting was effective, "but too long."

Comments on the other sessions included:

Values

"The Project is tied to the right choice of values."

"Our main problem is the problem of values...It is important to our goals...how we work...so as to face the State structure, market structure."

"It was incorrect to put into two columns the values, the old values, and the association's values. The left column was the old system. The right column was humanistic. You can't compare them."

"We never compared the old system's values with the association's values; it was quite useful."

Stakeholder Analysis and Problem Wheel

"It helps to identify different approaches to decide one and the same problem. I will try to use these tools."

"If the problem is visibly seen, it is easier to solve it."

"Now we can easily use the best ways to solve problems. I will teach these tools to my colleagues."

Overall Approach to Workshop:

"Thanks for the two days. I am a trainer. I can use these tools in my training work. The main value is that you include us in your work."

NEXT STEPS FOR THE PROJECT

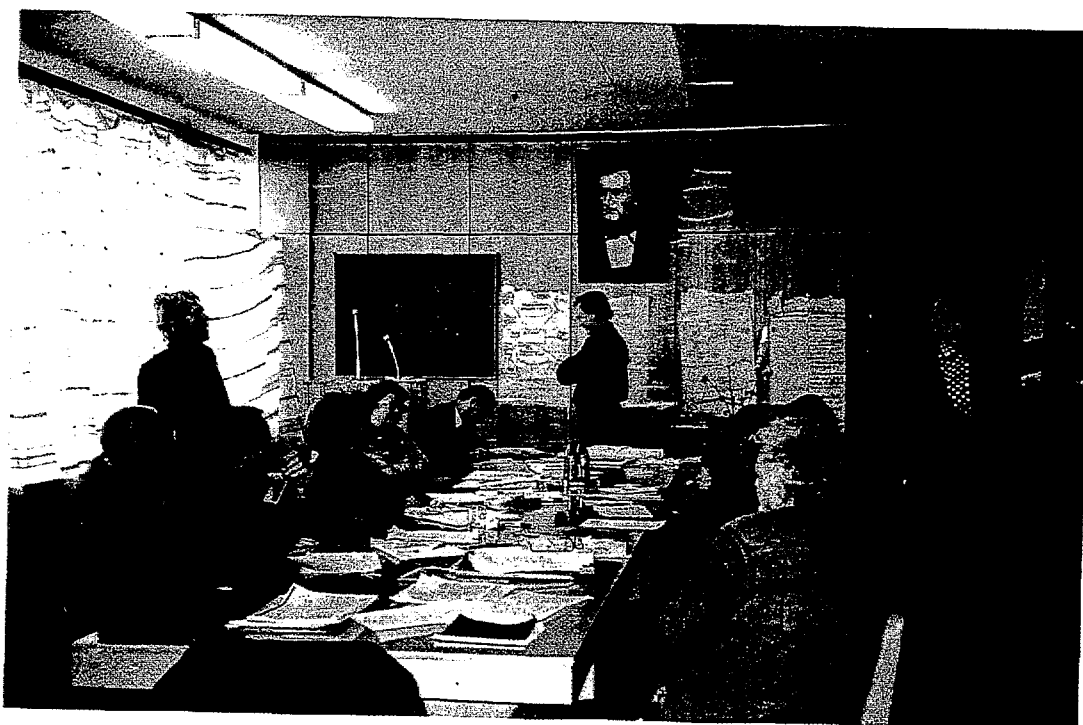
It was decided at the workshop that Core Management Training would take place in conjunction with the ASPSW's national conferences to: 1) reduce costs and 2) reach the largest number of chapters possible.

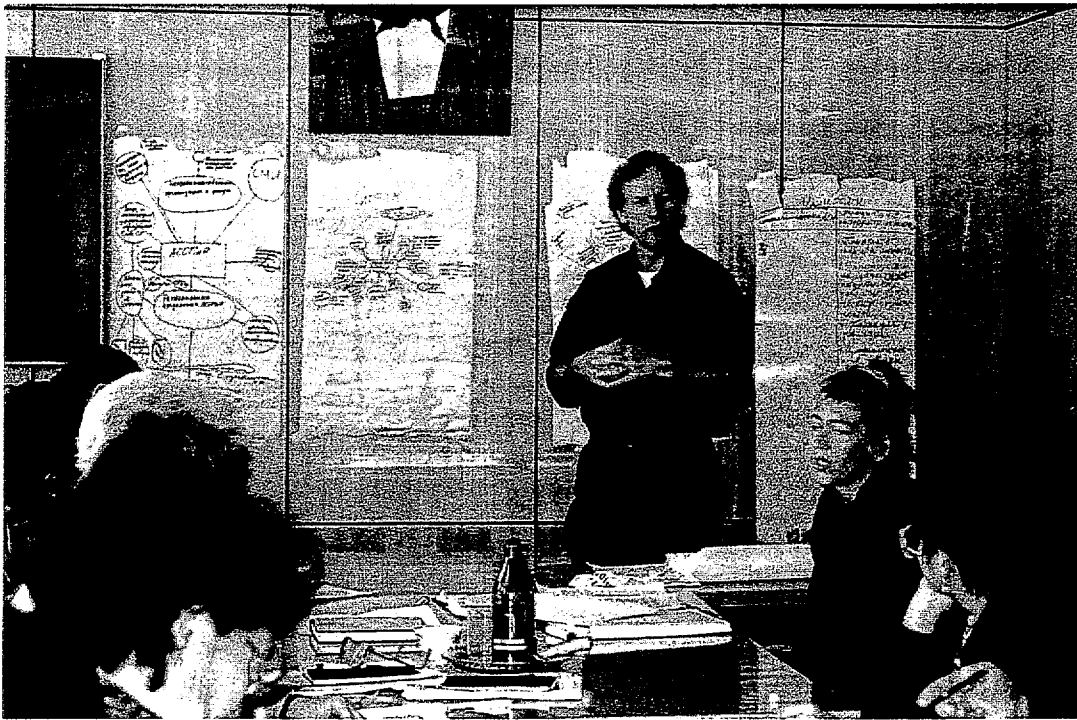
Among the topics covered will be needs assessment, project/program planning, proposal writing, and fundraising. Since workshop participants will need to be able to use newly introduced concepts and methodologies in their own regions, "training of trainers" concepts and methodologies will be integrated throughout all core management training programs. We would have preferred to conduct "training of trainers" as separate modules, but the budget and scheduling constraints preclude this as an option.

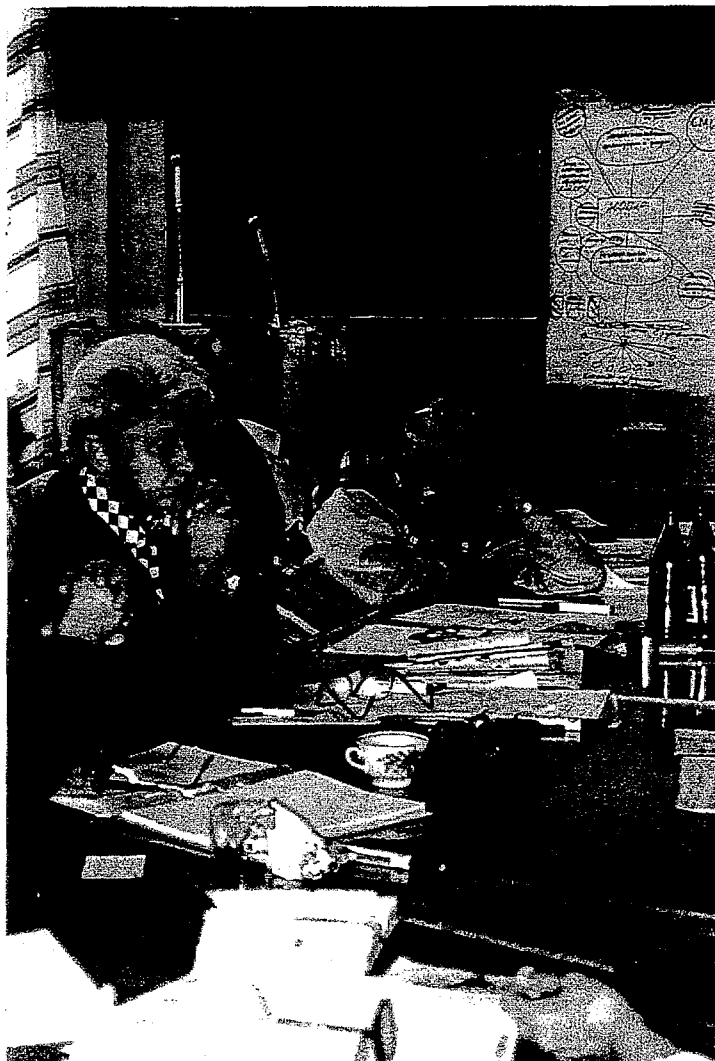
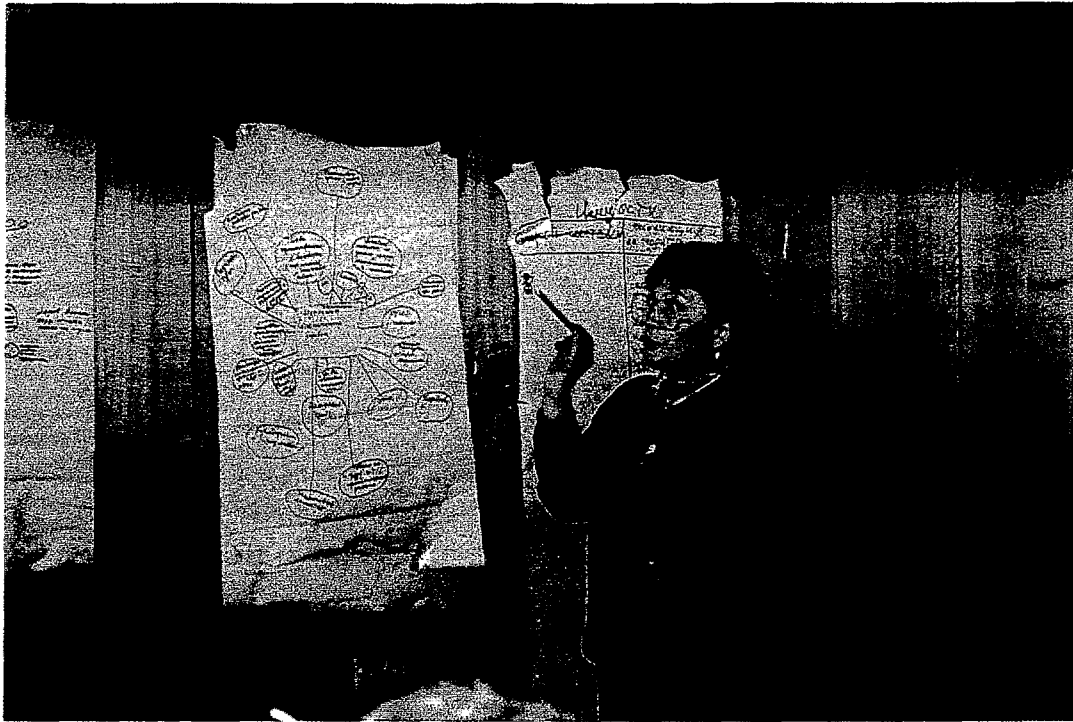
RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

The Action Planning Workshop
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NASW/ASPSW





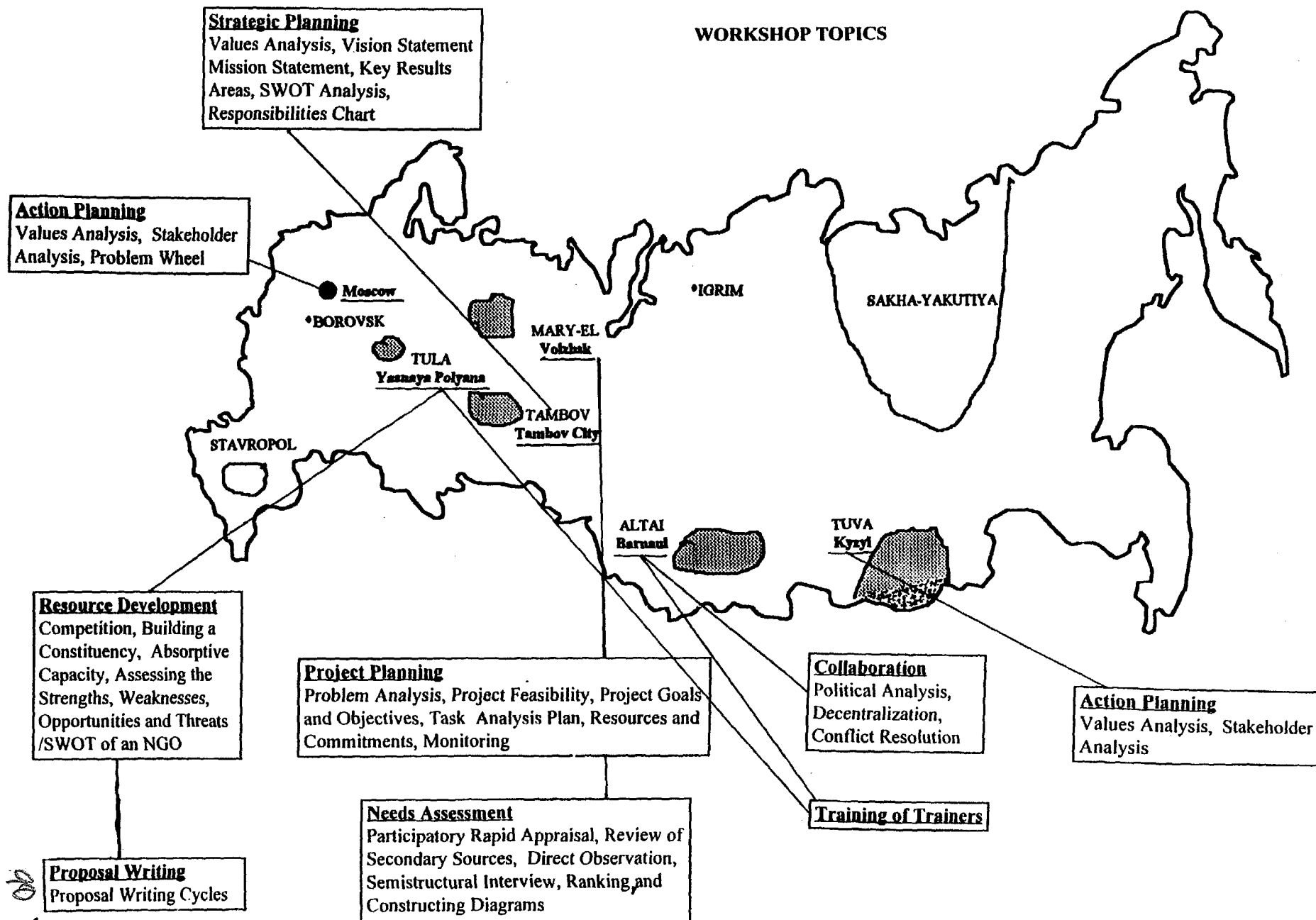




Russian NGO Social Sector Support Project - NASW & ASPSW Partnership

Core Management Training

WORKSHOP TOPICS



NATIONAL ASSOCIATION OF SOCIAL WORKERS

SUMMARY REPORT

**Russian NGO Social Sector Support Project
Workshops on Needs Assessment and
Project Planning
December 1-5, 1994
Kazan & Volzhsk, Russia**



RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

**Summary Report: Workshops on
Needs Assessment and
Project Planning
December 1-5, 1994
Kazan & Volzhsk, Russia**

NASW/ASPSW

RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT SUMMARY REPORT: NEEDS ASSESSMENT WORKSHOP AND PROJECT PLANNING WORKSHOP

December 1-5, 1994
Kasan & Volzhsk, Russia

BACKGROUND

In 1994 the United States Agency for International Development (USAID), through World Learning, Inc., awarded a 22-month grant to the National Association of Social Workers (NASW) to implement its Russian NGO Social Sector Support Project, which was designed in partnership with the Association of Social Pedagogues and Social Workers of Russia (ASPSW). The project began in July 1994 and it will end in March 1996.

The purpose of the grant is to increase the institutional, managerial, and communications capability of the ASPSW's national office in Moscow and eight of its regional chapters, and to build capability and collaboration among social-sector NGOs in three of the eight targeted regions. The regions include Republic of Mary El; Republic of Sokha-Yakutia; Republic of Tuva; Altai Territory; Stavropol Territory; Tambov Province; Tuymen Province (Igrim); and Kaluga Province (Borovsk).

The project was initiated through an Action Planning Workshop held in Moscow October 5-7, 1994 (A report on this workshop is available upon request). The Needs Assessment and Project Planning Workshops described in this report were held in Volzhsk (Mary El) December 2-5, 1994. The project team and 18 workshop participants met on December 1 in Kazan (Tatarstan) to present the project and its training approach at an ASPSW national conference. They then traveled to Volzhsk, Republic of Mary El, for four days of intensive training.

PRINCIPLES THAT DIRECTED THE TRAINING

Three major principles guide the design of our training. They are:

1. **Innovation.** An innovative approach has been taken in delivering the training workshops. The approach is based on Drehsler's and Kelly's (see Appendix for a listing of project staff) experience in a USAID-funded project in Romania, as well as on Drehsler's experience in strengthening NGOs in Latin America. The approach is influenced by the following: chaos theory and the science of complexity; systems theory; a three-sector theory of civil society; and organizational development. The result is a flexible, participative approach to training that delivers immediate results.
2. **Participation.** From the beginning, the project has been based on the key assumption that traditional management training workshops (leaders talk, subordinates listen and take notes) are of limited utility for individuals and groups that are trying to build an NGO community after decades of communist rule. During the project workshops, facilitators introduce training methodologies, but the real work to facilitate learning is done by participants through discussions, exercises, and home work.
3. **Partnership.** A strong partnership between NASW and ASPSW has been a key ingredient throughout the design and implementation of training. For example, for the workshops described in this report, ASPSW headquarters and its Mary El chapter representatives (Bocharova, Smirnov, Morova, Mikhailov; see Appendix) organized the training workshops in Volzhsk; and coordinated them with a related, televised meeting of 150 representatives of government, the private sector, and the NGO community under the auspices of the local mayor. The ASPSW also translated and disseminated to its 54 regional chapters 82 pages of information on the Russian NGO Social Sector Support Project, the characteristics of NGOs, and other Russian projects funded by USAID through World Learning, Inc. Mary El chapter representatives produced a videofilm about the development of social work in cooperation with the different sectors in the city of Volzhsk; organized workshop participants to visit community centers in Volzhsk; and invited the project team to participate in a local community event - a celebration of the International Day of the Handicapped.

SKILLS TRANSFERRED

NEEDS ASSESSMENT WORKSHOP

Alex Drehsler of Support Center International (SCI) facilitated both workshops, assisted by Eileen Kelly and Tatiana Zimakova. The Needs Assessment workshop served to introduce the trainees to Participatory Rapid Appraisal (PRA), an inexpensive, multidisciplinary, participatory approach to determining the needs of potential project beneficiaries.

Participatory Rapid Appraisal (PRA).

The training introduced participants to the theory of PRA and involved them in a number of exercises to demonstrate the application of PRA tools and techniques including the use of secondary data sources, direct observations, semi-structured interviews, construction of diagrams, ranking, analysis, innovation assessment, structural research, and on-the-spot analysis.

The following topics were discussed: what is PRA, how does this method compare with other methods, PRA and project cycle, what are the advantages and disadvantages of different tools and techniques, and how to avoid common mistakes. During discussions, participants concluded that PRA is a very useful method for researching community needs because of its multidisciplinary approach, flexibility, involvement of citizens, non-formality, and low cost.

Review of Secondary Sources. After being introduced to the method, participants divided into five groups and carried out an exercise. They chose the following topics to apply the concept of using secondary data sources: unemployment (Tambov and Igrim), conflicts in the family (Yakutia and Tuva), handicapped children (Mary El), and the system of social protection for families in ecologically high-risk zones (Altai). According to participants, the exercises helped them to better understand the method and to systematically explore secondary sources.

Direct Observation. The group was asked to engage in an exercise of direct observation of a daily situation and to record the results in a table.

Semi-structured Interview (SSI). After being introduced to the methodology, the team was divided into groups. Each group made its own presentation. Examples included interviews with government officials, the director of a school, families, and business people. The exercise revealed many typical interviewing mistakes which were then analyzed by the trainer and the group.

Ranking and Constructing Diagrams. Written materials with examples of ranking and different kinds of diagrams were the basis for carrying out a variety of exercises. However, some participants objected to the material used in an exercise on wealth ranking. Ownership of goats and sheep had been used as an example of wealth. While this was not a problem for all participants, it was resented by some. The experience underscores the point that training must be very sensitive to the perceptions of a multi-ethnic group made up of individuals from both urban and rural settings.

PROJECT PLANNING WORKSHOP

This workshop demonstrated how one could take the information gathered in a PRA and use it to design a project in response to identified needs. The methodology included the following: introduction to project planning; introduction to problem analysis; verifying project feasibility; affirming/defining project purpose, project goals, and objectives; determining project tasks; developing a task analysis plan; identifying and securing resources and commitments; and monitoring/evaluation. We also provided training on how to create and plan regional projects.

Workshop participants have since been charged with carrying out a needs assessment in each of their home regions, and designing a project based on their findings. They will report on their experiences and results at the next workshop in February 1995.

RESULTS

- ◆ Participants were extremely enthusiastic about and open to methodologies and ideas. As a result, they actively participated in the training.

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- ◆ Regional representatives learned a great deal about other NGOs operating in their local areas and initiated discussions with them about possible collaboration.
 - ◆ A strong spirit of competition among representatives of different regions is evident in their workshop participation. We believe that this is due at least in part to the fact that only 3 of 8 regions can be funded under the grant to participate in the second phase of the project.
 - ◆ Home assignments were completed by training participants. Their regional reports included information on the structure of their organization, its goals, an analysis of current activities, a list of NGOs with which they could cooperate in the future and a description of their relationship with these NGOs, and a description of government and business agencies with which there also is the potential for future partnerships. Most reports included charts and/or diagrams. Some were translated into English.

ACHIEVEMENTS FOLLOWING THE ACTION PLANNING WORKSHOP IN OCTOBER 1994

After participating in the Action Planning Workshop conducted in October 1994, regional representatives, on their own initiative, carried out several major activities.

- ◆ Collectively, they identified more than 470 local NGOs, federal and local government agencies, and businesses as potential collaborating organizations.
- ◆ They trained nearly 1,000 local representatives of NGOs, government agencies, businesses, and political parties in the methods they had learned from the Action Planning Workshop (values analysis, stakeholder analysis, and problem analysis wheel).
- ◆ Representatives from Tuymen carried out a stakeholder analysis and established an ASPSW sub-chapter after establishing that the main chapter could not meet the needs of communities in isolated parts of the region.

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- ◆ Nearly all regions organized meetings of representatives --NGOs, government, and business-- to discuss collaborative efforts which could help mitigate the human suffering inflicted on individuals and families by the economic and political transition.
 - ◆ Leaders of the Republic of Mary El produced a videotape showing themselves teaching the methods they had learned in the Action Planning Workshop to local professionals, business people, government officials, and students. They are now using the videotape as a training tool.
 - ◆ The Mary El chapter held a meeting of women who work in NGOs throughout the Republic. They discussed the methods learned in the Action Planning Workshop and how they might collaborate in the future.
 - ◆ ASPSW headquarters decided to devote a section of its quarterly journal to reporting on the activities, results, and resources delivered by the project. The journal has a circulation of approximately 10,000 Russians working in the field of social welfare.
 - ◆ ASPSW leaders invited NASW's President-Elect, Jay Cayner, to participate in the ASPSW national conference "Management in Social work and Social Policy" and in Tambov in May 1994. NASW invited Nina Kryazhevskikh, president of the Mary El chapter of ASPSW and Deputy Chair of the State Assembly of Mary El Republic, to participate in its national conference in Pennsylvania in October 1995. Ms. Kryazhevskikh will make a presentation on the video, "Light Above the City," which is about social work in Mary El, and new methods of social work teaching.
 - ◆ ASPSW has disseminated the main ideas and methods of the training to the leadership of all of its affiliates.
 - ◆ In Volzhsk (Republic of Mary El), local community centers posted and are applying in their work the results of a values analysis facilitated by Mary El participants in the Action Planning Workshop.
 - ◆ New methods learned at the Action Planning workshop (including the participative nature of the workshop) have been incorporated into the curriculum of several schools of social work: in the Pedagogical Institute of Mary El; in Tambov State University; in Yakutsk State University; in

Stavropol Pedagogical State University; in Tuva Center of Social Pedagogues and Social Workers; in Altai State University; and in Borovsk in the training program of the School of Assistance for Social Pedagogues.

PROJECT MODIFICATIONS BASED ON EVALUATION FEEDBACK

At the end of each day, the team met with participants to discuss and evaluate the content and methodology of the training. As a result, we have made several changes in our approach.

- ◆ Instead of using outsiders as advisors for the refining and adapting training materials, workshop participants will play this role. At each workshop, the feedback provided by participants on what works and what does not will be used to refine, elaborate, and improve the materials and incorporate them into formal training modules. The modules will then be used in the regions during the second phase of the project. They will also be promoted for use by other organizations and individuals.
- ◆ Our initial plan called for the use of Russian trainers in delivering some components of the core management training, but it has become clear that this approach is not feasible. The relationship that has been developed between the trainers and participants has proven to be a key part of our success. Continuity from one workshop to another has also made it possible to provide follow-on technical assistance for organizational development and to make adjustments on the spot in both methods and content. Thus, we will use the same team throughout the core management training sequence. Trainers for phase two will be selected from among those currently being trained.
- ◆ Training on how to write technical documents will be infused throughout training sessions on other topics rather than being provided as a separate course.

NEXT STEPS

- ◆ The next workshop, "Fundraising and Proposal Writing," will be held in February 1995 in Yasnaya Polyana, Tolstoy's estate in Tula, South of Moscow. The Strategic Planning Workshop (May 1995) will be held in Tambov, and the Project Management and Evaluation workshops (September 1995) will be held in Barnaul, Altai Territory.

- ◆ To maximize its impact, the project will need additional funding. NASW and ASPSW have undertaken a variety of activities to identify potential funders. The following new initiatives have been identified as top priorities by the Russians.
 - Translate and reformat the training materials developed for the workshops and disseminate them to ASPSW's 54 regional affiliates as well as local governments, businesses, and other NGOs.
 - Design and facilitate a series of social sector policy workshops for the ASPSW and other NGOs that will teach them how to advocate for policy changes at the local, regional, and federal levels.
 - Expand the second phase of the project from three to eight regions.
 - Implement local projects identified and designed by the ASPSW affiliates in collaboration with local governments, businesses, and other NGOs.

Appendix

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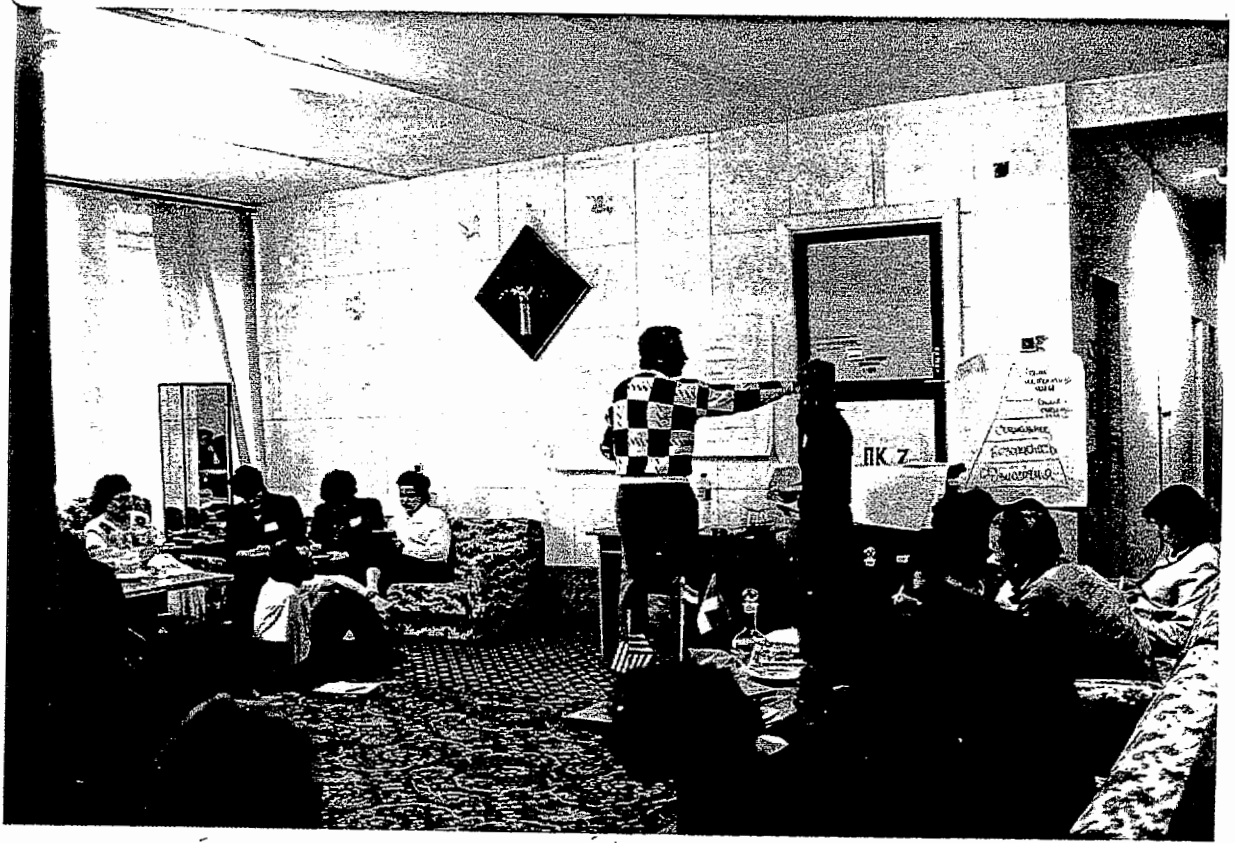
KALUGA PROVINCE

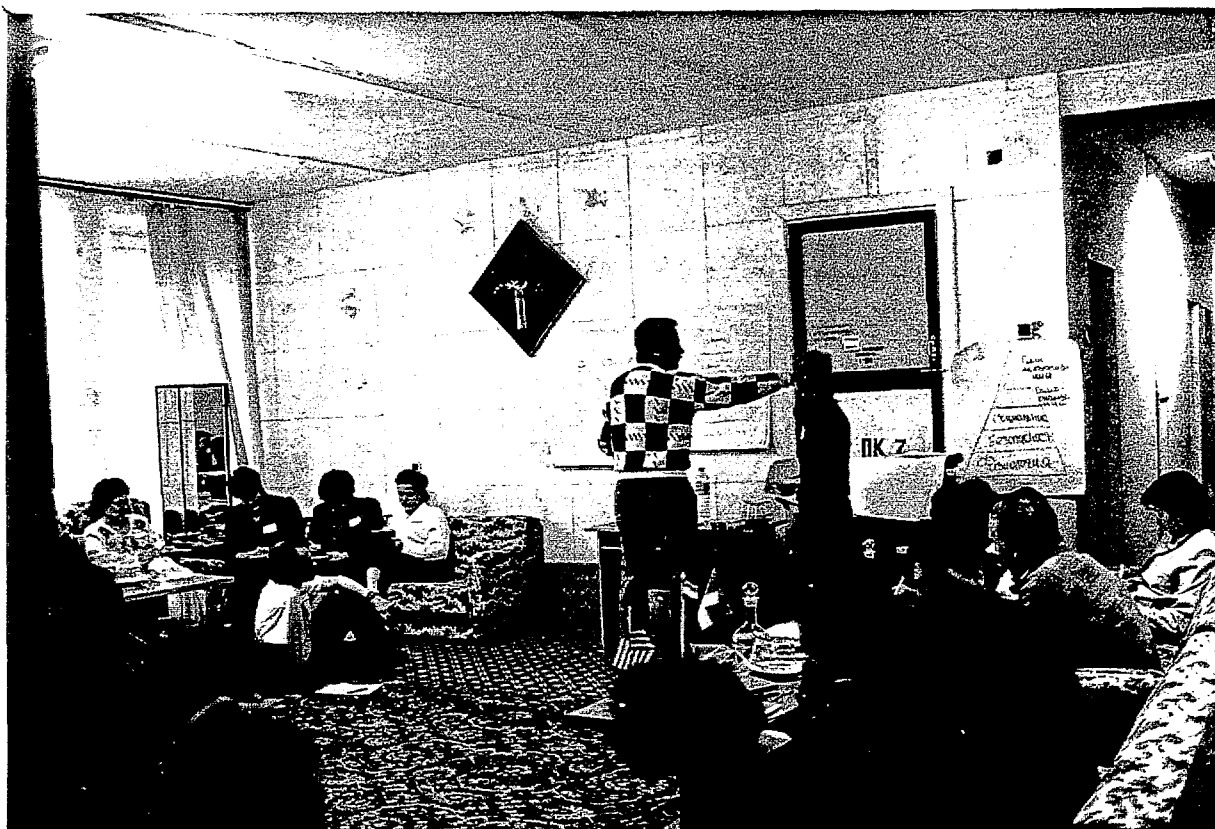
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NATIONAL ASSOCIATION OF SOCIAL WORKERS

SUMMARY REPORT

Russian NGO Social Sector Support Project
Resource Development, Proposal Writing, &
Training of Trainers Workshops

February 25 - March 1, 1995
Yasnaya Polyana, Tula, Russia



**RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT
SUMMARY REPORT: RESOURCE DEVELOPMENT WORKSHOP,
PROPOSAL WRITING WORKSHOP, AND
TRAINING OF TRAINERS WORKSHOP**

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The purpose of the grant is to increase the institutional, managerial, and communications capability of the SPSW's national office in Moscow and five of its regional chapters, and to build capability and collaboration among social sector NGOs in three of the five targeted regions. However, the number of regions included in the project has since been expanded from five to eight. The regions now include: the Republic of Mary El; the Republic of Sakha-Yakutia; the Republic of Tuva; Altai Territory; Stavropol Territory; Tambov Province; Tuymen Province (Igrim); and Kaluga Province (Borovsk).

Since the Resource Development and Proposal Writing workshops were held at Tolstoy's estate at Yasnaya Polyana in Tula Province, ASPSW's Tula Chapter organized the logistics for the workshop and also attended, making it a total this time of nine participating regions.

During the first eight months of the project (July 1994 - February 1995), NASW delivered six management training workshops to ASPSW leaders from the national office in Moscow and participating chapters. Workshops to date have covered Action Planning, Participatory Rapid Appraisal, Project Planning, Resource Development, Proposal Writing, and an abbreviated Training of Trainers (TOT) Workshop.

The underlying principles of NASW's workshops are: innovation, participation, and partnership. This approach stems from the Project Director's experience with a USAID-funded project in Romania and the Project Training Coordinator's experience in strengthening nongovernmental organizations (NGOs) in Central and Eastern Europe (CEE) and Latin America.

SKILLS TRANSFERRED

Training of Trainers (TOT) Workshop

Prof. Lowell Jenkins of Colorado State University initiated the most recent series of training with an abbreviated Training of Trainers (TOT) Workshop. Teacher, author, lecturer, and a practicing social worker, Prof. Jenkins has served this project as a volunteer since its beginning in July 1994.

Prof. Jenkins introduced the Russian workshop participants to group dynamics, how adults learn, how to evaluate a trainer, the most effective methods of training adults, and presented several effective tools for improving communication skills.

To reinforce what they learned, workshop participants were asked by Prof. Jenkins to apply their new skills and concepts to their own training activities when they returned to their regions. In addition, he asked them to apply their skills to the expatriate facilitators, including him. Halfway through the first day of training, workshop participants applied what they had learned during the TOT and critique the performance of the trainers and their methods, offering insightful comments and suggestions and showing that they had quickly mastered the skills shared by Prof. Jenkins.

RESOURCE DEVELOPMENT WORKSHOP

This workshop was facilitated by Alex W. Drehsler, the Project's Training Coordinator. He was assisted by Project Director Eileen McGowan Kelly, Project Manager Tatiana Zimakova, and Prof. Lowell Jenkins. The Resource Development Workshop sought to emphasize that fundraising is only one of the methods that can be used by an NGO to obtain much needed resources. To highlight this point, Drehsler introduced a matrix that listed the types of resources (human, financial, material, organizational, political, and information) and how they can be obtained (purchased, donated, bartered, and made). The purpose of this tool is to help an NGO, or any organization, for that matter, to identify its resource needs and identify different ways of obtaining them -- especially locally -- other than donations which, it was pointed out, are increasingly hard to get. Participants formed into small groups and applied the matrix to their own proposed projects, with an eye toward lowering the amount of money they were asking by coming up with creative ways of obtaining resources through other means.

After the broad topic of resources were dealt with, the workshop then concentrated on Fundraising. A typical U.S. model of fundraising was presented. The notion of a fundraising cycle was introduced, as well as identifying sources of donations: individuals, businesses, foundations, etc. Participants formed small groups to apply newly-learned skills in identifying potential sources of funding. Afterwards, they were encouraged to discuss how the U.S. model does and does not apply to Russia. This sparked a lively debate about differences between the two countries, ethics, the reluctance of Russians to ask individuals for donations, and what foreign donors look for in Russian NGOs before they will give them money (e.g., accountability and transparency).

The workshop then showed participants how to determine whether or not their organizations are ready to ask for funding, especially foreign funding. Among topics that were examined are:

- Competition
- Building a constituency (board of directors, donors, beneficiaries, and other supporters)
- Absorptive capacity (Does your organization have the financial management capability needed to administer the grant?)
- Programs/projects (Do they meet the needs of the NGO's beneficiaries or only the organization's need to get money?)
- Assessing the strengths, weaknesses, opportunities, and threats (SWOT) of an NGO

A good deal of time was spent in discussing the role of a board of directors. Project Director Eileen McGowan Kelly explained to the participants the different types of boards. She also explained how NASW's board functions. The role of a board of directors is much debated and often misunderstood in Russia and Central and Eastern Europe. The topic was of special interest to ASPSW's president.



PROPOSAL WRITING WORKSHOP

Following the Resource Development workshop, Drehsler introduced the topic of Proposal Writing. This workshop focused on:

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- How to write a proposal, and
 - How to use proposal writing as an opportunity for examining your NGOs management and programmatic capabilities

The workshop was organized around a typical proposal writing cycle. This includes matching proposal ideas to what donors are funding, determining whether or not your NGO is ready to be funded, transforming a needs assessment into a project or program, selecting the right funding sources, preparing a budget, and the proposal format.

Participants were especially interested in knowing what kind of Russian NGOs have been funded by foreign donors. World Learning, Inc.'s representative at the workshop, Jeffrey Jacobs, gave several real life examples of funding successes and failure, without divulging the identities of the Russian NGOs involved. His knowledge of the Russian NGO community served to reinforce the lessons learned at Resource Development and Proposal Writing workshops.



RESULTS

- ASPSW participants continue to remain enthusiastic and open to training methodologies employed during the Workshops.
- As indicated by their reports, conversations, and questions, ASPSW participants appear to have institutionalized one of the principal concepts underlying this project: the importance of collaboration between the three sectors of society -- State, Market, and Civil Society.
- ASPSW leaders are showing surprising flexibility in recognizing the importance of change as it applies to their association's structure and procedures.
- ASPSW participants are learning from each other, as they get together in small groups to during breaks and at the end of each workshop day to make sure they understood the skills and concepts presented.
- ASPSW participants immediately applied TOT principles to the expatriate trainers, much to the trainers' surprise. The trainers reacted to the evaluations, made adjustments, and thereby helped to empower the workshop participants.

ACHIEVEMENTS FOLLOWING THE PARTICIPATORY RAPID APPRAISAL (PRA) WORKSHOP IN FEBRUARY 1995

After participating in the PRA workshop, regional ASPSW representatives carried out several key activities:

- Participants designed and implemented needs assessments in their regions in teams made up of local NGOs, business people, government agencies, and potential beneficiaries.
- ASPSW participants identified local, collaborative projects following the needs assessments.
- Polina Klochinova, director of Social Pedagogy in Borovsk (Kaluga), promoted the collaboration of the three sectors in social development on local radio and stressed it in an article she wrote for the Borovskie Izvestiya (Feb. 11, 1995).
- Peter Makarov (ASPSW Sakha-Yakutia Chapter) and his regional team introduced the needs assessment concept, and in particular the PRA, to nearly 200 people, including Neryungry city leaders, Taymylyr and Lengra village leaders, social work students and faculty of the Neryungry affiliate of Yakutsk University, and members of several political parties.
- ASPSW representatives from Tuymen and Sakha-Yakutia produced videotapes about the development of social work in their regions.
- Participants from Mary El, Tambov, Altai, Sakha-Yakutia, and Stavropol incorporated the skills they learned at the workshops into the curriculum of the departments of social work in their universities.
- More than 20 students at the Institute for Social Pedagogy, directed by ASPSW President Valentina Bocharova, Ph.D., have chosen topics for their thesis that are related to findings and developments generated by this project.

In addition, the NASW Project Team realized the following activities during the same period:

- Identified potential trainers among the ASPSW workshop participants and recommended them as candidates for two Training of Trainers programs, one sponsored by World Learning, Inc., the other by the Save the Children consortium.

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- Prof. Lowell Jenkins (a volunteer trainer for the project) discussed the role of social workers in the U.S. at the ASPSW's national conference. (World Learning, Inc. translated one of his articles on social work and it was widely disseminated at the conference.)
 - Discussed with ASPSW and World Learning, Inc. the possible publication of a book on social work, including lessons learned from the project, written by ASPSW leaders, with contributions from ASPSW chapter representatives.
 - Met with representatives of NGOs and business leaders from Tula to discuss the problems of collaboration among the three sectors.
 - Met with two aides of Sen. Ben Campbell (R-Colorado) in Washington, DC to provide an update on the project. As a result, Sen. Campbell sent a letter praising the participation in the project of Siberian native peoples.
 - Translated and adapted training materials for workshops in Resource Development and Proposal Writing.
 - Met with social work students from the Tula Pedagogical Institute and discussed issues of social work education.
 - Continued to meet with US PVOs in Russia (ARD/Checchi, Save the Children, etc.) to identify other sources of funding for follow-up activities by NASW/ASPSW or just by ASPSW chapters.

PROJECT MODIFICATIONS BASED ON EVALUATION FEEDBACK

Building and maintaining productive relationships between the Project Team and its ASPSW partners requires continuous monitoring of developments and, if needed, prompt interventions to prevent and/or solve emerging problems.

Three types of evaluations were held during this workshop. At the end of each day -- and sometimes during the day -- the Project Team met with workshop participants to discuss and evaluate the content of the training. Representatives of ASPSW chapters not involved in the project listened to presentations about the project made by the president of the ASPSW, the Project Team, and ASPSW workshop participants, and offered constructive comments and suggestions. Finally, the Project Team, ASPSW leaders, and World Learning, Inc.

representative Jeffrey Jacobs held several evaluation meetings during the course of the workshop.

As a result, the following issues were identified and corresponding actions taken:

Evaluation of Workshop Trainers

Some participants felt that facilitators were too strict. This is because the facilitators had deliberately changed their style of training to present a more professional distance. The Project Team discussed the criticisms and facilitators adjusted their style to what it had been previously. The participants responded favorably. Participants based their criticisms on what they had learned earlier in the day during the TOT workshop. Jenkins.

It is obvious to the Project Team that foreign trainers who pride themselves on maintaining a somewhat cool professionalism will have problems in Russia, where workshop participants demand personal relationships with trainers.

Project Design

Many of the participants expressed their concern about the pressures of competition. Aware that only three regions were to be chosen for Phase Two of the project, participants complained that competing with each other created an uncomfortable environment and affected the quality of their learning and presentations.

The Project Team initiated a discussion with leaders of the ASPSW national office and the regional participants about the possibility of changing the project design to (a) maintain the involvement of all eight regions throughout the entire project period, rather than narrowing the target regions to three; and (b) using volunteers in a shorter term skills-development manner, rather than placing them in specific regions. Each region was asked to develop a proposal detailing NASW's participation during Phase Two. The proposals will be presented at the May 1995 workshop in Tambov.

Minority Representation

The representative from the Republic of Tuva complained publicly that her region is allowed only one participant, instead of two like everyone else. The subject was discussed by the Project Team and ASPSW leaders. As a result, Tuva will have two representatives participating at the May 1995 workshop. Sakha-Yakutia also had only one representative at the last workshop. This was due to

communications problems between ASPSW headquarters and Yakutia State University, where one of the two ASPSW representatives is employed. In addition, the University wanted a letter from ASPSW headquarters explaining the importance of having someone from Sakha-Yakutia participate in this project. ASPSW and NASW prepared letters of invitation for representatives from each of the eight regions. The letters will be used by the participants to bolster local support for their continuing participation in the project, as well as support for local collaboration with businesses and government agencies.

Individual Consultation

Participants from Mary El and Tuymen (Igrim) expressed their desire to have individual consultations with the Project Team to help them evaluate their work. This has already begun and will continue during the next workshop.



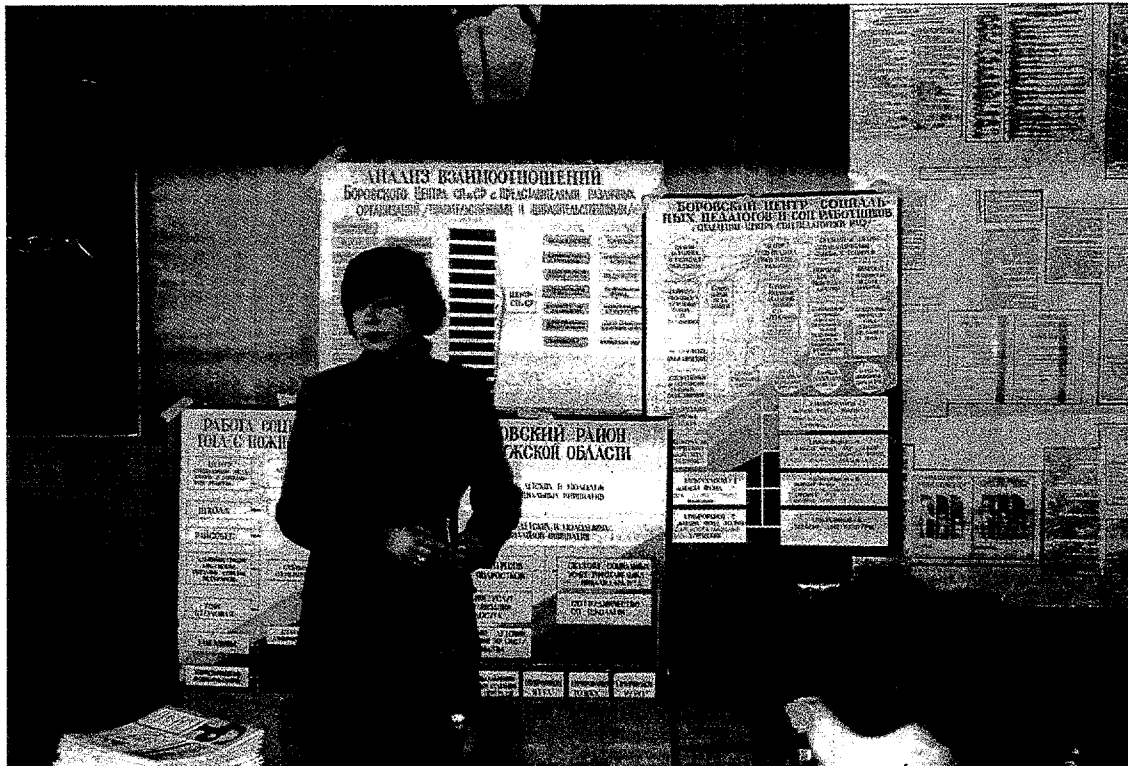
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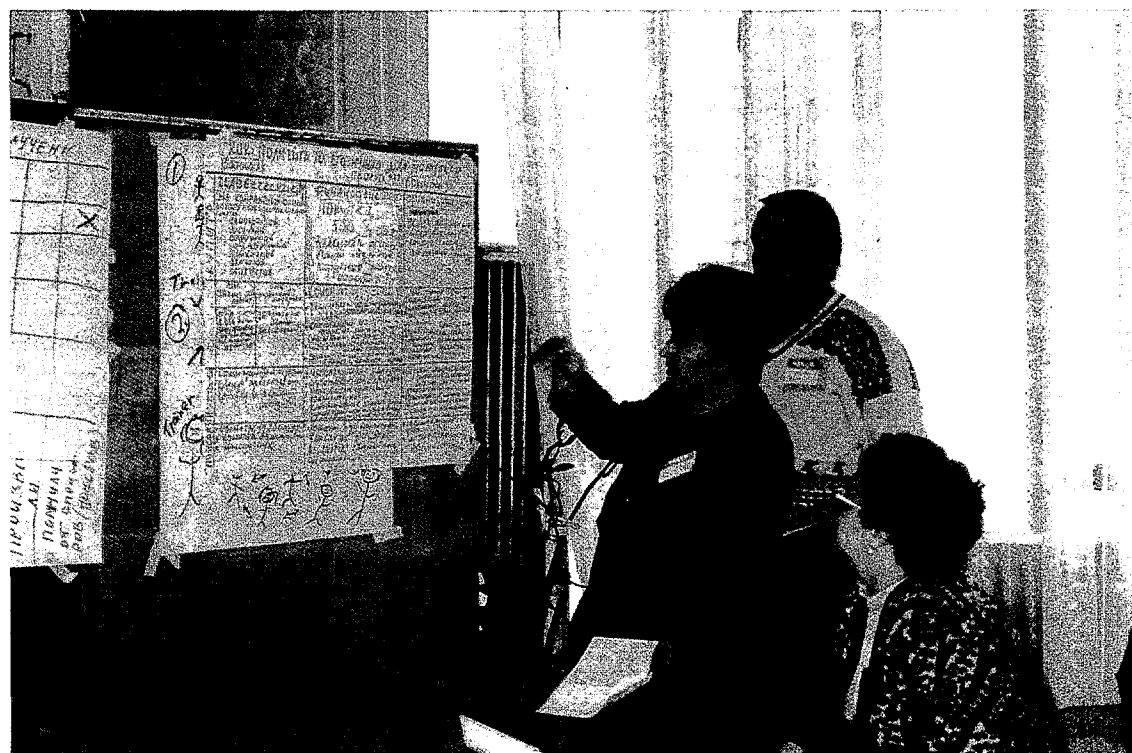
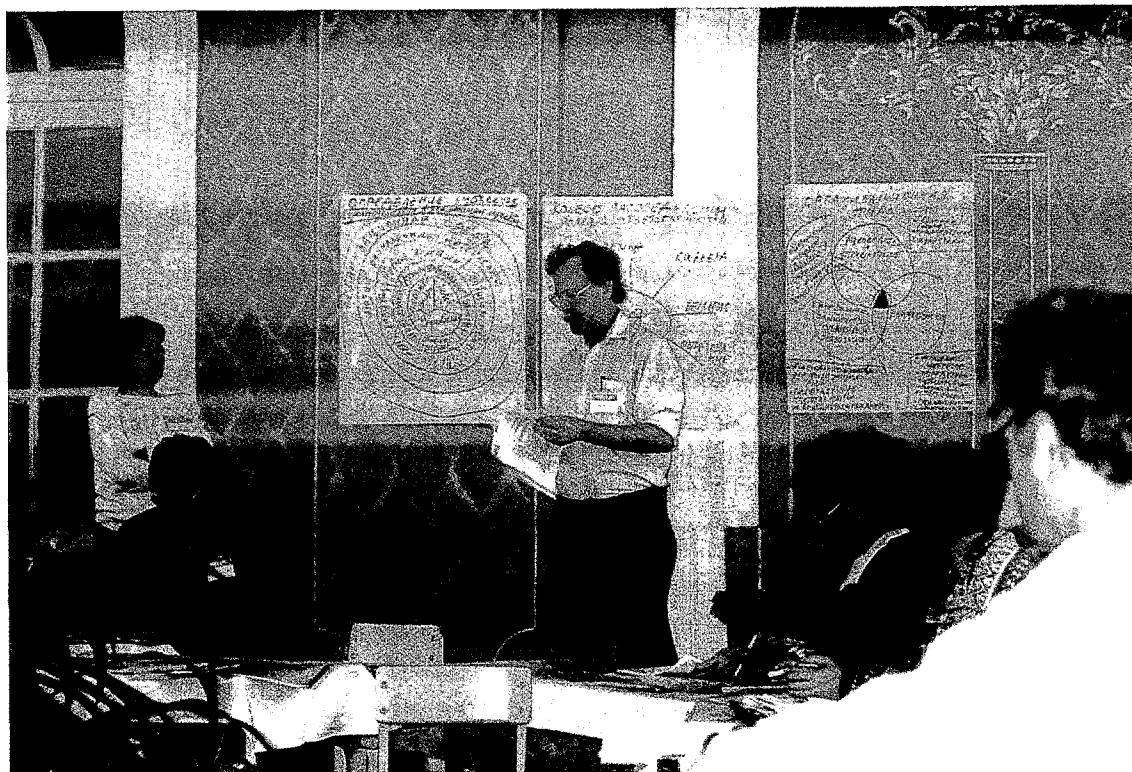
The next workshop, "Strategic Planning," will be held in May 1995 in Tambov. The workshop will focus on the organization development of ASPSW. In addition, local collaborative projects will be presented and discussed, especially as they relate to feasibility and sustainability. Representatives of US PVOs, as well as Russian NGOs, government agencies, and businesses have been invited to the upcoming workshop.

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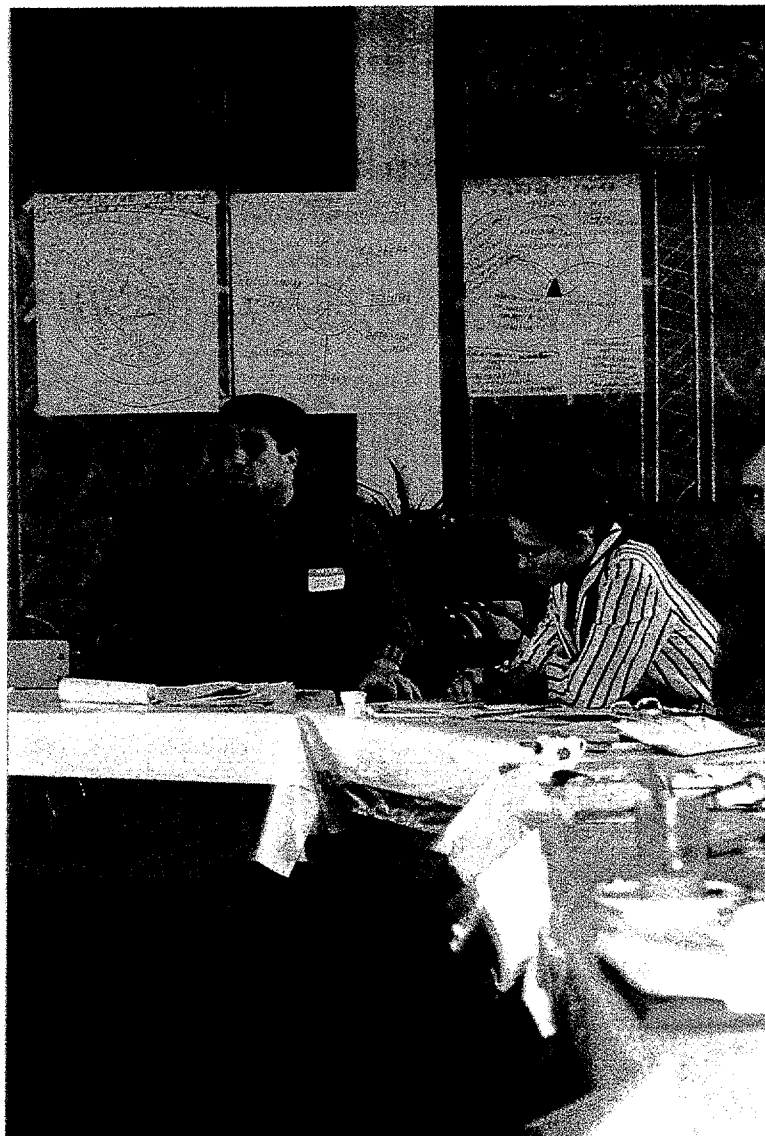
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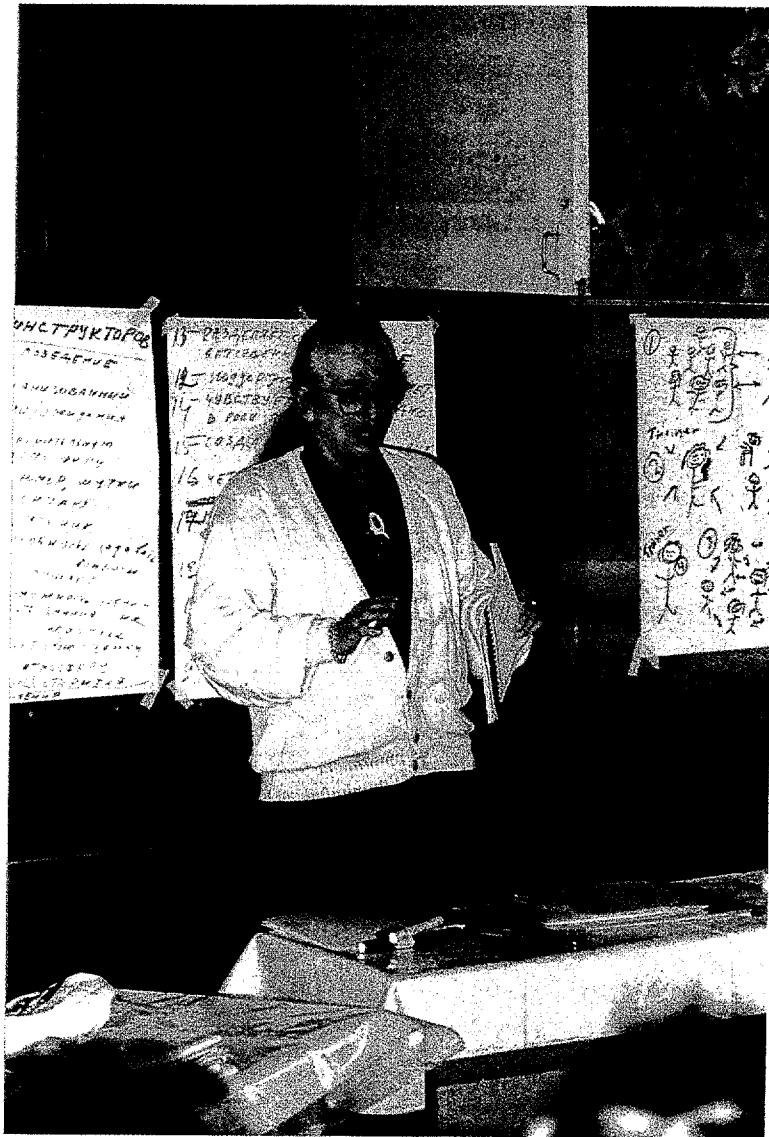
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NATIONAL ASSOCIATION OF SOCIAL WORKERS

SUMMARY REPORT

Russian NGO Social Sector Support Project
Strategic Planning Workshop

May 26 - 28, 1995
Tambov, Russia



RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

**Summary Report: Strategic Planning Workshop
May 26-28, 1995
Tambov, Russia**

NASW/ASPSW

RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT SUMMARY REPORT: STRATEGIC PLANNING WORKSHOP

**MAY 26-28, 1995
TAMBOV, RUSSIA**

BACKGROUND

The National Association of Social Workers (NASW) and the Association of Social Pedagogues and Social Workers (ASPSW) have conducted a variety of collaborative projects and exchanges since 1990. This partnership began when several NASW members attended an ASPSW-sponsored conference in Russia and NASW then hosted ASPSW leaders at its Annual Meeting of the Profession in Boston. Since then, NASW members, chapters, and the national office have continued to build the relationship between the two organizations.

In the Spring of 1994, NASW received a grant from the U.S. Agency for International Development (AID) to provide training, technical assistance, and equipment to: 1) strengthen the organizational and communication capability of five regional affiliates of the ASPSW, and 2) to increase the collaboration and management capability of social sector NGOs in three of these regions.

Since the project began, it has expanded - while keeping within the same budget - to include the ASPSW headquarters in Moscow and eight rather than five regional affiliates: four west of the Urals and four in Siberia. The Strategic Planning workshop was the fourth of five core management workshops. The last workshop in the series will be held in September 1995 in Altai, Siberia.

WORKSHOP OBJECTIVES

The objectives of the Strategic Planning Workshops were to:

1. Review organizational development skills learned during the previous workshop;
2. Introduce strategic planning as a tool that can be used as a mean to:

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- a) Build and/or strengthen a non governmental organization,
 - b) Analyze the effectiveness of any organization, or
 - c) Prepare a realistic plan that takes into consideration an organization's internal and external environments;
3. Introduce systems thinking as a management tool for identifying interrelationships and observing processes of change;
 4. Provide a theoretical basis for the project based on the three sector model of society-- state, market, and civil society - chaos theory and the science of complexity, as well as systems thinking; and,
 5. Prepare six-month strategic plans for each of the eight regional affiliates to be prepared by the workshop participants and presented at the September workshop.

METHODS APPLIED

The Strategic Planning Workshop was designed to introduce a process that allows the participating ASPSW regional affiliates to strengthen their organizations internally as well as in relation to their external environments. Accordingly, this workshop prepared the eight affiliates and headquarters for the final core management workshop in September, which will concentrate on building and sustaining effective and collaborative mechanisms.

The workshop methodology included the following:

Values Analysis

Participants were asked to form into small groups, brainstorm, and list the values of their association. This exercise was carried out during the first workshop in October 1994. It was revisited not only as the first step in a strategic planning process, but to compare the newly identified values, nearly a year into the project, with the values cited at the beginning of the project. The two sets of values will be compared during the September workshop in Altai. A comparison of the two sets of values will be useful for organizational development as well as for determining whether the trainees have changed their values as a result of the project.

Stakeholder Analysis

This exercise was also presented during the October 1994 workshop. Participants were asked to carry out new stakeholder analyses in their regions. The results will be compared with those of last year's analyses during the September workshop. Like the values analysis, it is expected that a comparison of stakeholder analyses will reflect a change in knowledge as participants identify more NGOs and/or businesses as stakeholders than governmental agencies

Vision Statement

This new concept was introduced with difficulty, despite the written Russian definition. This was due to a number of reasons: (a) a faulty verbal translation, (b) confusion with a mission statement, (c) a lack of examples in Russian, and (d) a certain cynicism about "utopian" visions based on decades of socialist slogans.

Mission Statement

This concept was readily understood and several examples were provided by participating affiliates.

Key Results Areas

Using Moses N. Kiggundu's division of an organization into critical operating tasks (COTS) and Strategic Management Tasks (SMATS), participants were shown how to categorize their chapters' key activities into internal, or COTS, activities (e.g. - management, finance, service delivery, human resources, communications, etc.) and external, or SMATS, activities (e.g. politics, demographics, volunteerism, fundraising, technology, etc.)

SWOT Analysis

Participants were shown how to take their key results areas and then, through brainstorming, apply the SWOT Analysis, i.e., asking themselves "what are our strengths, weaknesses, opportunities, and threats?" After prioritizing the answers, participants were asked to apply the following questions: "How do we maximize our strengths and opportunities and how do we minimize our weaknesses and threats?"

Responsibilities Chart

Following the SWOT analysis, participants were asked to take their results and place activities into a possibilities chart. This chart has the following information: (a) activities to be carried out, (b) names of persons involved (both inside and outside the organization) (c) a code to symbolize who is responsible for the activity (an "R"), who is to be informed (an "I"), who has to approve (an "A"), and who will support the activity (an "S"). In addition, the chart includes the beginning and ending dates of the activities. The chart, then, becomes the plan.

In addition to the Strategic Planning tools, workshop participants were introduced to the logical framework as a means for designing and evaluating their projects. A translation problem was encountered here. There does not appear to be a Russian equivalent to the English work "assumption". Therefore, interpreters used the Russian equivalent of "hypothesis".

Half a day was used to share with the workshop participants some of the theoretical underpinnings of the training process and its contents. The main points of the theoretical portion of the workshop were:

- That there are two basic scientific models of the world: the Newtonian model and the "new science" model;
- That much of the training process and its contents is drawn from the new science;
- That the Newtonian model is characterized by materialism and reductionism - a focus on things rather than relationships;
- That in new science, the underlying currents are a movement toward holism, toward understanding the system as a system and giving primary value to the relationships that exist among many seemingly discrete parts;
- That we are trying to cope with 21st century problems by using 17th century methodologies and mental models;
- That in a dynamic, changing system, the slightest variation can have explosive results; and,

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- That disorder can be the source of new order.

In addition, the project is firmly based on a three part model distinguishing civil society from state and economy. This has had particular resonance with the workshop participants, as they are trying to increase the non-governmental status of their affiliate organizations.

RESULTS

Results to date continue to be impressive, as the participating ASPSW regional affiliates apply what they learn at the workshops once they return to their regions. This has been confirmed by their answers to a questionnaire drawn up by Eileen McGowan Kelly, the project's director. The purpose of the questionnaire is for an internal evaluation of the project during its midpoint. Although not all of the responses have been analyzed (they will be the subject of a later report), but several findings are of special interest (based on an analysis of five of the eight regional responses):

- All five of the affiliates reported positive changes in their organizations because of training provided by the project, ranging from better planning of activities, increased support from local authorities, cooperation with other NGOs, to the creation of a new NGO, a local affiliate of a regional ASPSW chapter;
- All five reported better relations with local governments as a result of the project;
- Relations with the business sector get mixed reviews. Three of the five affiliates reported improved relations with the business sector, while one affiliate (Tuva) stated it had no contacts with this sector during this project, and another affiliate misunderstood the question;
- Four of the five responses analyzed stated that it has been beneficial to have the same persons participate as trainees in the training workshops;
- In response to the question, "In what ways has this project been least beneficial to you?" one respondent stated, "the project is too

short", another cited "the lack of individual consultation", a third asked, "what is the social-economic effect of the project? How to calculate it? We don't know", a fourth replied that the project has been "Useful in all respects", and the fifth respondent stated, "it is difficult to answer."

- Among the major weaknesses of the training process cited by the respondents were: (a) not enough time given for evaluation of regional projects developed by the affiliates, (b) language barrier, (c) more emphasis on technology is needed, (d) "old stereotypes of education should be taken into account" and (e) a "lack of information (for the regional affiliates) between workshops".
- Three of the five regions want the project to provide consultations in the regions over the next 10 months, while two of the regions requested help with writing proposals and identifying grant possibilities.

One of the most impressive results to date comes from the Tambov affiliate, which hosted this workshop, i.e., a social support project developed by the Tambov affiliate as part of this project has turned into an official government program.

Participants from the town of Borovsk in Kaluga announced that the local government has hired them to train government officials in the methodologies they have learned during the NASW/ASPSW project.

In Stavropol, the ASPSW affiliate will soon publish a directory of NGOs in the region. In addition, the Stavropol affiliate will coordinate local government, business, and civil society efforts to alleviate some of the serious social problems of families living in rural areas, including 80,000 refugees from armed conflicts in the Caucasus.

OTHER ACTIVITIES

In addition to the Strategic Planning Workshop, a number of other activities were carried out during the project team's stay in Russia. For example, Professor Lowell Jenkins continued his Training of Trainers (TOT) program, both on a group and individual basis. Also during this trip, the project team intensified its

individual consultations. As usual, the host ASPSW affiliate arranged meetings with local and government officials. This public relations activity is an important part of the project because it gives the local ASPSW chapter more credibility. Local chapters have also asked the project team for letters addressed to government officials, as well as videotaped interviews. All three public relations efforts have had positive results, according to the workshop participants

Another key activity during this trip was the purchase and delivery of communications equipment: computers, faxes, and copiers. Also the project team, in partnership with ASPSW, prepared and submitted two new proposals: one to ARD/Checci, the other to the Save the Children Consortium.



OBSERVATIONS

The Russian NGO Social Sector Support Project is complex by its very nature, not only because it is a partnership of Russians and Americans (and all that this entails by way of social and cultural differences), but because the Association of Social Pedagogues and Social Workers (ASPSW) is a large (54 affiliates), complex organization. Some of the issues are:

- Leadership: The head of ASPSW is a strong, charismatic leader who has done a remarkable job of forging a national association during a time of uncertain political and economic transition.
- Hq/Affiliates: Nearly one year into the project, the ASPSW is no longer the same organization it was at the beginning of the project. The eight participating chapters have been strengthened, as has the headquarters, and the head of the ASPSW has expressed a need and desire for structural changes. Under the circumstances, the roles of the headquarters and affiliates need to be examined and determined. Headquarters may need more training focused on its needs.
- Practitioners/Academicians: Some differences have emerged between participants with a strong academic bent and those who are mainly practitioners. Academicians favor one set of values for the association; practitioners sometimes disagree. These differences need to be addressed and managed to garner the strengths of both perspectives.

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- Board of Directors: The concept of a board is of interest to the ASPSW leadership. However, there is still some confusion about the role of the board, its authority, and composition. The ASPSW leadership has expressed interest in learning more from Eileen McGowan Kelly, the project's director, about how the NASW board functions. It is doubtful that at this stage the ASPSW leadership would replicate, in all its details, a U.S. style board. Most likely some kind of hybrid would be tried out.
 - Language Barriers: Interpretation during the workshops continues to present challenges. Two of the problems are: (1) interpreters are not familiar with some of the concepts that are introduced, and (2) interpreters then provide their own explanations. At times, the explanations are wrong. However, problems are usually corrected on the spot because there are enough Russian/English speakers present at any one time.

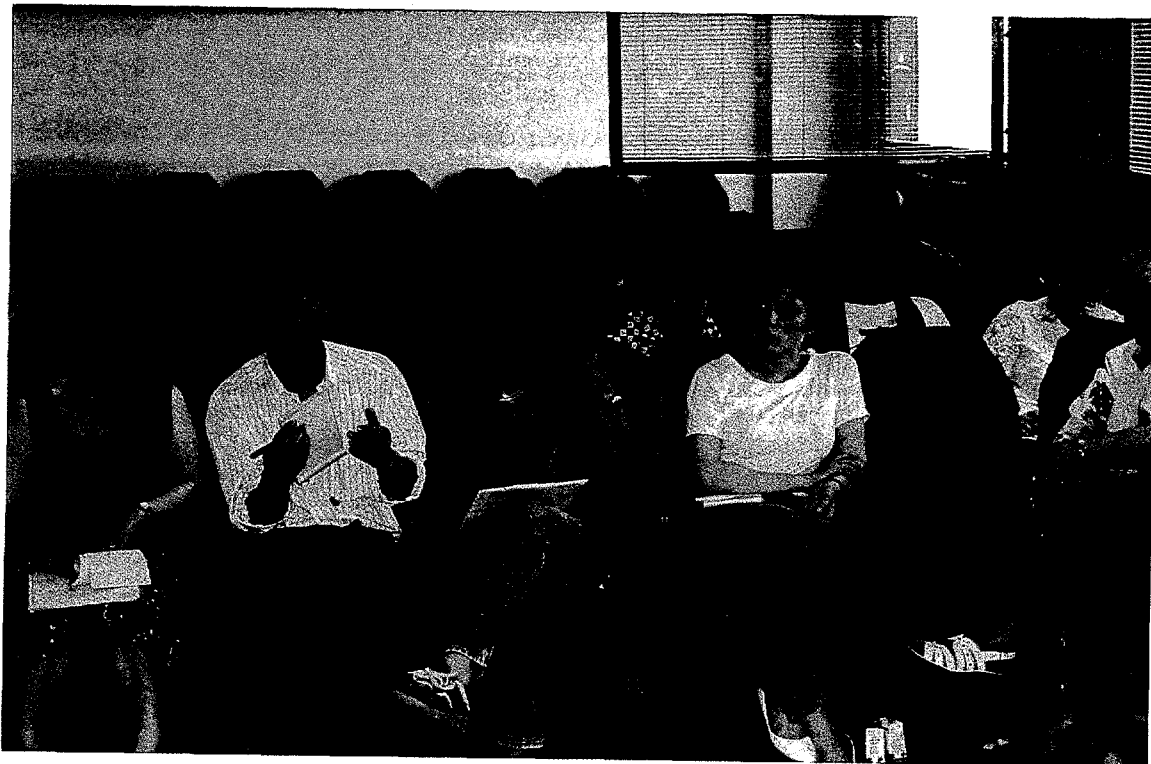
During the beginning of the project, a few ASPSW chapters stood out. They dominated the workshops with their impressive presentations, quick grasp of new concepts, and their forceful personalities. Others seemed to pale in comparison. But now there has been a surprising turn-around. Every affiliate participating in the project has made noticeable progress, judging by their application of lessons learned and their participation in the workshops.

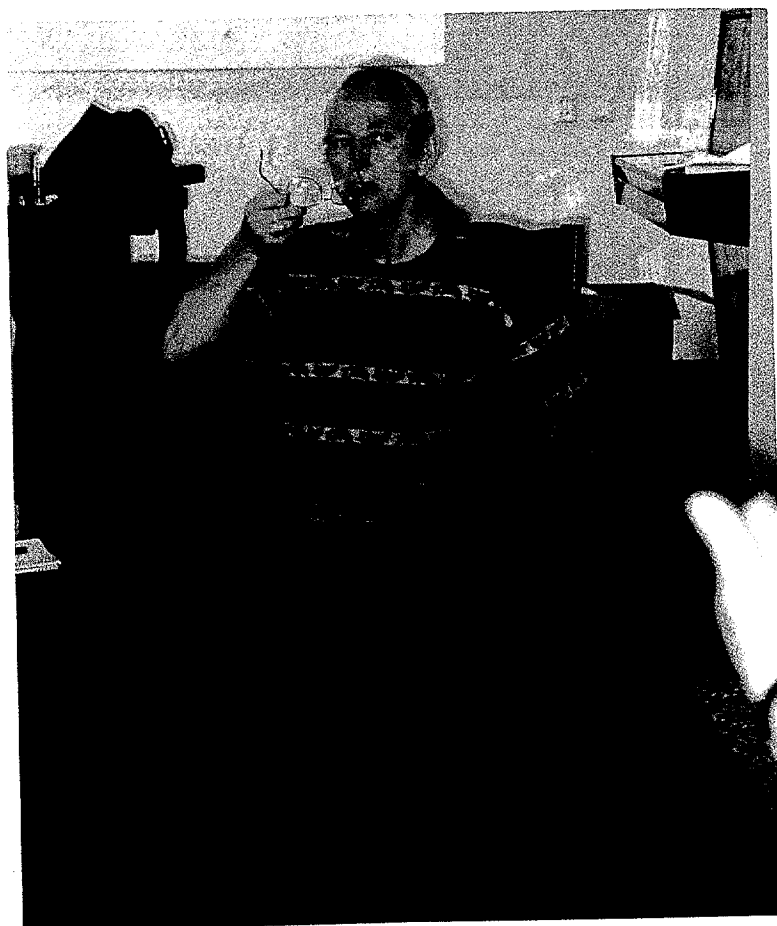
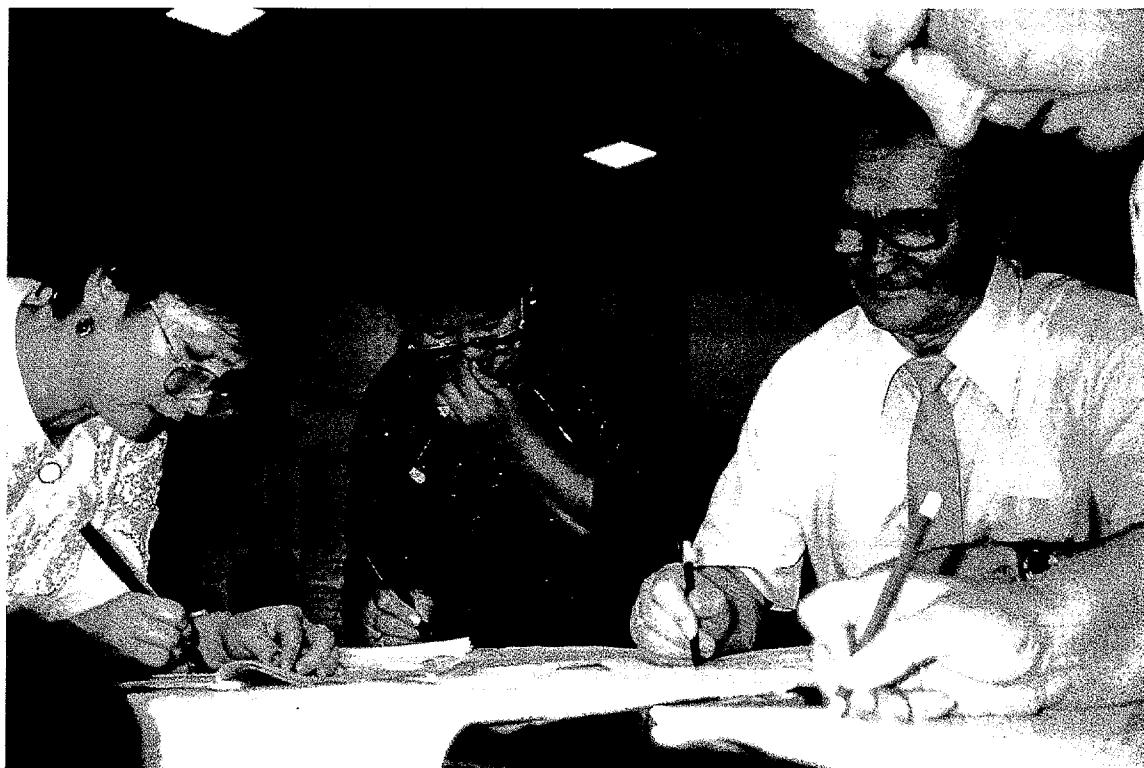
NEXT STEPS FOR THE PROJECT

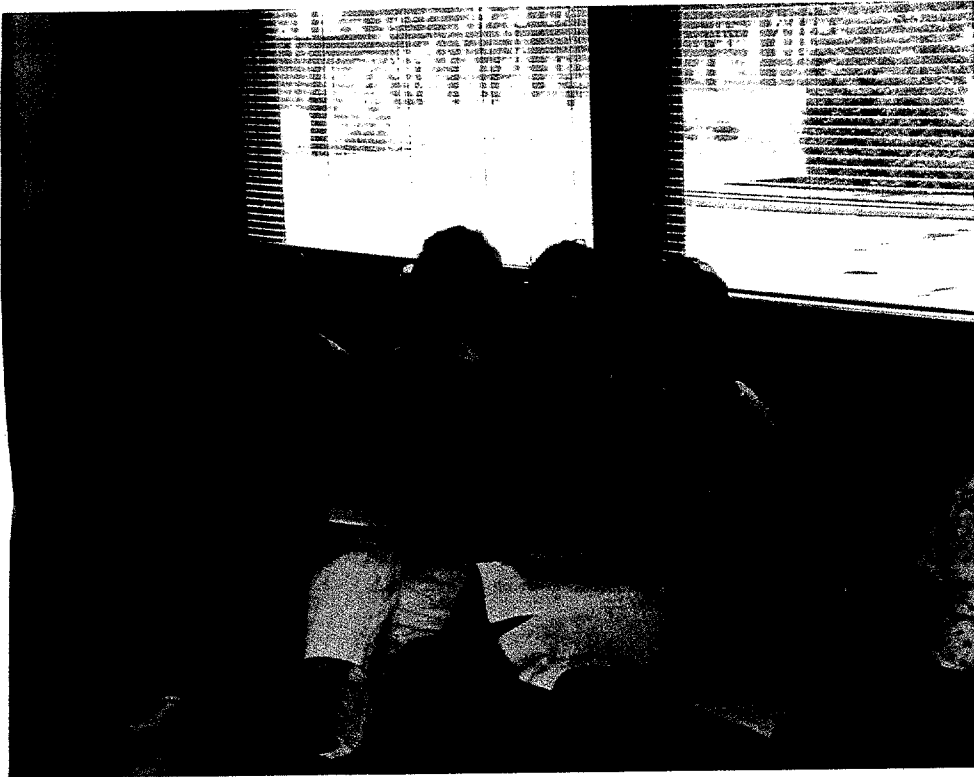
The final core management workshop will take place in September 1995 in Altai, Siberia. It will coincide with an international conference, sponsored by ASPSW and a training workshop for ASPSW that will be facilitated by representatives of a German organization, Ost-West Internationales Management Insitut (Bonn.). The German program will be funded by Germany's official aid agency, the GTZ. Both the ASPSW leadership and the NASW project team have been in touch with the Germans and are working together to make sure there is no unwanted duplication of efforts and that we can mutually build upon each others experience and knowledge.

The September workshop will focus on collaboration: within the ASPSW (headquarters/chapters, chapters/chapters) and with outside organizations from the three sectors - civil society, state, and market. The emphasis will be on learning various collaborative mechanisms, as well as identifying collaborative possibilities. This workshop will prepare ASPSW affiliates for Phase 2 of the project, which will concentrate on strengthening collaborative efforts in the implementation of social sector projects designed during Phase 1.

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NATIONAL ASSOCIATION OF SOCIAL WORKERS

SUMMARY REPORT

**Russian NGO Social Sector Support Project
Collaboration Workshop**

**September 10-12, 1995
Kyzyl, Tuva, Russia**



RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

**Summary Report: Collaboration Workshop
Sept. 10-12, 1995
Kyzyl, Tuva, Russia**

NASW/ASPSW

RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

Summary Report: Action Planning Workshop - An Introduction

Sept. 10-12, 1995

Kyzyl, Tuva, Russia

NASW/ASPSW

BACKGROUND

The NASW project team was invited by the Tuva chapter of the ASPSW to visit the autonomous republic and carry out a workshop. The team, accompanied by Victor Smirnov of ASPSW headquarters, arrived in Kyzyl on Sept. 10, after an all-night flight from Moscow. On Sept. 11, after meeting the Minister of Education and several other Tuva government officials, the NASW team carried out a workshop that was meant to serve as an introduction to Action Planning. Approximately 130 social workers, social pedagogues, and local government officials participated. That evening, the project team made on-site visits to two NGOs. The following day, Sept. 12, the Tuva ASPSW chapter drove the team to the village of Mechagai, which serves as the headquarters of the Tuva ASPSW chapter. The team left Tuva for Altai, Siberia, the following day.

WORKSHOP/TRIP OBJECTIVES

The objectives of the trip were to:

- Carry out the Action Planning Workshop - An Introduction;
- Support the Tuva ASPSW chapter (similar on-site visits by the NASW team in other parts of Russia have helped to strengthen the local ASPSW affiliate's position vis-à-vis the local government, other NGOs, and businesses);
- Obtain first-hand information on the work of the Tuva ASPSW Chapter, its challenges, and levels of support.

The objectives of the workshop were to:

- Introduce a participatory style of training to Tuvian social work professionals and government officials;

- Provide an overview of an Action Planning process;
- Introduce participants to the basics of Action Research;
- Help build a sense of community among NGO and government officials by allowing participants to discover shared values; and,
- Share experiences of social work in the United States.

METHODS APPLIED

The Action Planning Workshop - An Introduction was designed to introduce a non-traditional way of learning to Russian social workers, social pedagogues, and local government officials from the Ministry of Education and the Ministry of Social Protection. The workshop used the following methods:

1. *Introductory Lecture*

A brief lecture on the nature of action research ("No action without research, and no research without action."); that the participants and not the foreigners are the experts on their problems and possible solutions; and the importance of participatory workshops.

2. *Looking at the Past*

Participants were asked to form into six groups of about 20 persons in each group. Three sheets of flipchart paper were taped to the walls of the auditorium. One was marked "YOU," the second "SOCIAL SERVICES," and the third "SOCIETY." Three sheets of flipchart paper were taped under each of the above three categories. The three sheets were marked with "1970s," "1980s," and "1990s." Participants were asked to make notes on significant events or milestones that they could recall in their lives, social services, and society over the last three decades. When ready, they were asked to write their memories on the appropriate sheets of flipchart paper. Groups were then asked to analyze the findings and prioritize the findings.

3. *Putting it Together*

Through a brief lecture, participants were then told the next steps in an action planning process:

- **Mapping the Environment**

By using stakeholder analysis, participants could identify the major stakeholders of their organizations and/or programs and projects;

- **Internal/External Trends**

The next step, participants were told, was to identify through brainstorming external trends and events that are currently shaping the future. For the internal environment, participants were asked to brainstorm to identify the things going on in their organizations for which they are the most proud and for which they are the most sorry. Both list would then be prioritized.

- **Action Plans**

The final step in the process, participants were informed, is to design three different action plans:

- A plan to achieve the desired future for social services;
- A plan to achieve the desired future for their organization; and,
- Action steps that individuals can take on their own based on what they learned during the workshop.

4. *Question and Answer*

Through a question and answer session workshop participants asked Eileen McGowan Kelly, NASW's project director, and Prof. Lowell Jenkins about social work in the United States. Kelly and Jenkins stressed both similarities and differences between social work in Russia and the United States.

OTHER ACTIVITIES

The NASW project team made three on-site visits. Two of them were to NGOs in Kyzel. The mission of one of the NGOs is to prevent the increase in alcoholism and drug addiction. The second NGO assists families in need, as well as pensioners. The site visit to Mechagai provided an opportunity to see the ASPSW Tuva chapter, meet the volunteers, and the local government officials and villagers who support the chapter.

RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

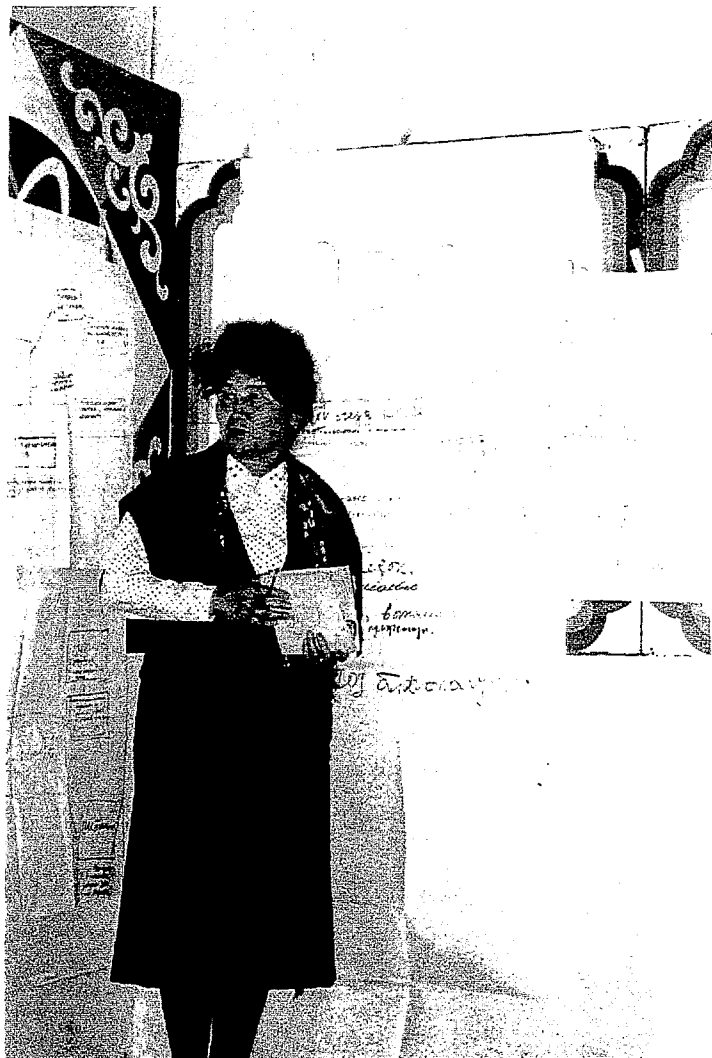
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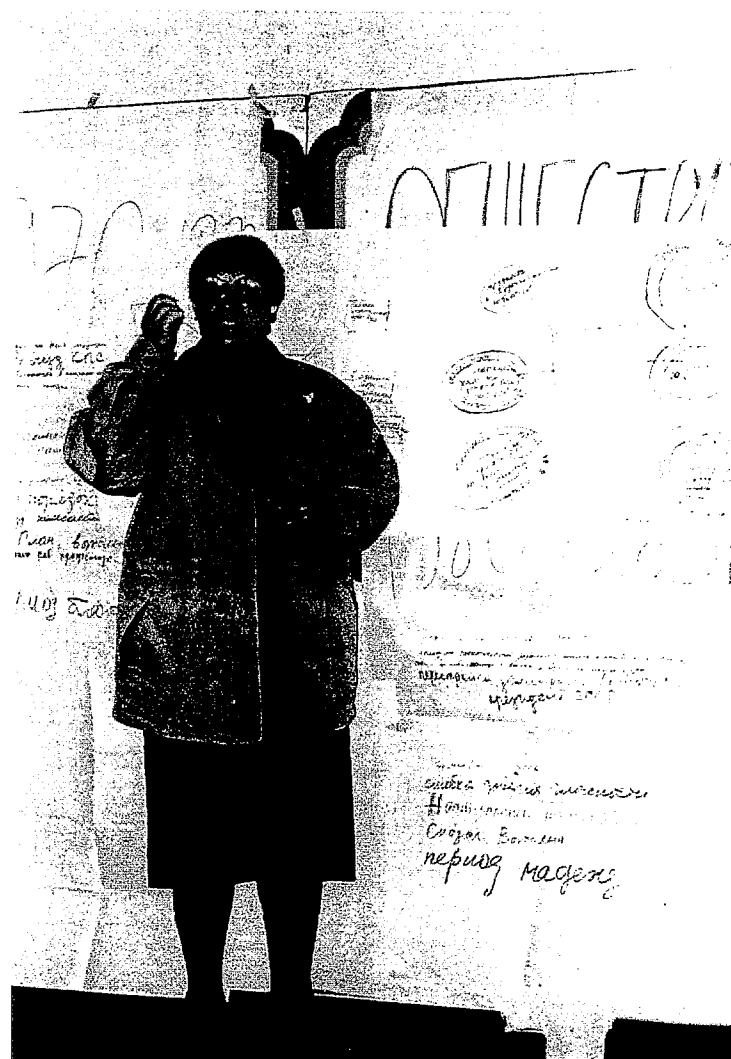
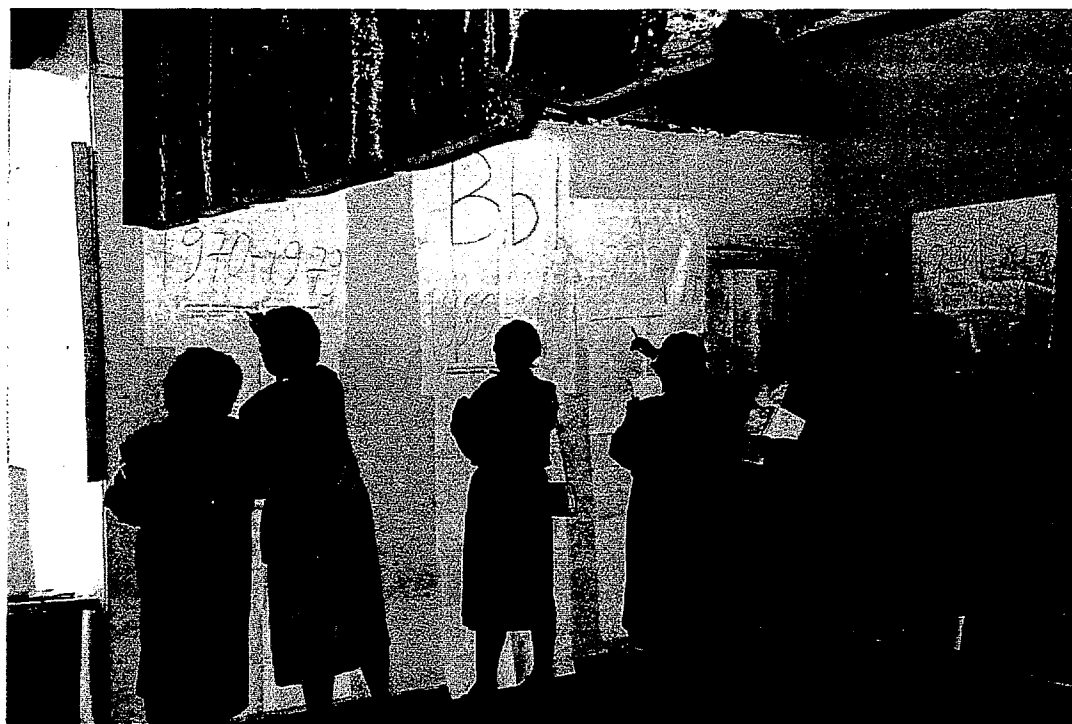












NATIONAL ASSOCIATION OF SOCIAL WORKERS

SUMMARY REPORT

**Russian NGO Social Sector Support Project
Collaboration Workshop**

**September 13-16, 1995
Barnaul, Russia**



RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

**Summary Report: Collaboration Workshop
Sept. 13-16, 1995
Barnaul, Russia**

NASW/ASPSW

RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT SUMMARY REPORT: COLLABORATION WORKSHOP

**SEPTEMBER 13-16, 1995
BARNAUL, RUSSIA**

BACKGROUND

The National Association of Social Workers (NASW) and the Association of Social Pedagogues and Social Workers (ASPSW) have conducted a variety of collaborative projects and exchanges since 1990. This partnership began when several NASW members attended an ASPSW-sponsored conference in Russia and NASW then hosted ASPSW leaders at its Annual Meeting of the Profession in Boston. Since then, NASW members, chapters, and the national office have continued to build the relationship between the two organizations.

In the Spring of 1994, NASW received a grant from the U.S. Agency for International Development (AID) to provide training, technical assistance, and equipment to: 1) strengthen the organizational and communication capability of five regional affiliates of the ASPSW, and 2) to increase the collaboration and management capability of social sector NGOs in three of these regions.

Since the project began, it has expanded -- while keeping within the same budget -- to include the ASPSW headquarters in Moscow and eight, rather than five, regional affiliates: four west of the Urals and four in Siberia. The Collaboration Workshop was the fifth, and last, of the core management workshops.

WORKSHOP OBJECTIVES

The objectives of the Collaboration Workshop were to:

1. Learn about various collaborative institutional arrangements, such as service contracts, joint ventures, subcontracting, technical assistance, etc.
2. Identify collaborative possibilities within Civil Society and between Civil Society, the State, and the Market.
3. Prepare participants for Phase 2 of the project, which will concentrate on strengthening collaborative efforts in the implementation of social sector projects designed during Phase 1.

4. Learn a basic framework for managing differences.
5. Learn the basics of decentralization, including its various forms, when to implement it, and how.
6. Learn how to identify potential collaborators to help solve identified social problems.
7. Learn how to identify potential collaborators to help strengthen an NGO's critical operating tasks and strategic management tasks.
8. Learn additional problem-solving tools.

METHODS APPLIED

The Collaboration Workshop was designed to introduce a process that allows the representatives of the ASPSW Moscow headquarters and participating ASPSW affiliates to learn tools for collaboration within their association (among affiliates, as well as between affiliates and headquarters) and between affiliates and the two other sectors (State and Market).

The workshop methodology included the following:

Theory of Collaboration

The theory of collaboration was introduced through a brief lecture, which offered: (a) a definition of collaboration, (b) some reasons for collaboration, (c) the constraints to collaboration, (d) collaboration among the three sectors – Civil Society, the Market, and the State, and (e) examples of collaborative mechanisms. Participants then discussed their current collaborative efforts within the framework that was presented.

Political Analysis

The next step was to introduce a process that would allow the participants to identify a problem, agree on a goal that would solve the problem, and then identify potential collaborators to help reach the goal. The overall framework was based on answering the following questions: What Do I Want? Who Has It? How Do I Get It? What Do I Want? involves problem identification and setting objectives and outcomes. Who Has It? involves Stakeholder Analysis and Resource Analysis. How Do I Get It? involves designing and implementing a strategy, including a responsibilities chart.

1. *Problem Identification*

Two new problem identification tools were introduced --a preliminary problem specification inventory and force field analysis. A third problem identification tool -- the problem wheel -- had been introduced at an earlier workshop. The forced field analysis was introduced by example and then participants were asked to form into small groups and identify real or imagined problem and apply the force field analysis. All of the participants applied the tool to real problems. Each group made a presentation of its findings.

2. *Objectives and Outcomes*

Once the groups identified their goals, they were asked to break their goals down into objectives and measurable outcomes. Each group presented its findings.

3. *Stakeholder Analysis*

Once the groups identified the goals that may solve their identified problems, their objectives and measurable outcomes, they were asked to form into small groups again and identify the key stakeholders for their goals and objectives, using a stakeholder analysis tool that had been introduced at an earlier workshop. Each group made a presentation of its findings.

4. *Stakeholder Resource Inventory*

The groups were next asked to apply a stakeholder resource inventory to the key stakeholders for their goals and objectives.

5. *Resource Analysis*

The groups were reminded that they could also apply the resource analysis that had been presented at an earlier workshop. The resource analysis is a matrix that categorizes the different resources (e.g., human, material, financial, etc.) and the possible ways of obtaining them (e.g., barter, purchase, manufacture, etc.).

6. *Strategy*

Participants were then again presented with the various collaborative institutional arrangements available for short or long term partnerships. In addition, participants were re-introduced to the responsibilities chart, which highlights tasks and identifies the key stakeholders and their roles.

Managing Differences

Through a short lecture, participants were introduced to a framework for managing differences. The framework first calls for a brief, objective statement or statements of the facts involved. It then asks participants to categorize the differences over (a) facts, (b) values, (c) goals, or (d) methods. Next, the framework calls for an analysis of the difference to determine whether the reasons for the disagreements are (a) informational, (b) perceptual, or based on the (c) roles of the individuals involved. The various stages of conflict evolution were also presented. The participants formed into small groups and, using this framework, examined important real life differences they have in their regions. Each group presented its findings.

Decentralization

Also through the lecture format, participants were introduced to the concept of decentralization. The topics covered included:

- What is Decentralization?
- Definitions of Decentralization
- Five Dimensions of Decentralization, and
- When and How to Implement Decentralization

RESULTS

Workshop participants continue to report positive results emanating from their participation in the project. More details will soon become available as a result of a mid-project evaluation carried out during this period by an independent Russian consultant, Alexy Kuzmin.

Among the results identified by participants since the previous workshop (Tambov, May 26-28, 1995) are:

- Psychologists at the University of Altai in Altai, Siberia, have begun using the problem identification tools introduced during previous workshops in therapy sessions with individuals and families;
- The Altai chapter has published a Russian manual of various tools (problem identification, stakeholder analysis, needs assessment) presented during project workshops to date;
- Participants from the town of Borovsk for the first time have undertaken a Strategic Planning process, utilizing the skills and concepts learned during

the Strategic Planning Workshop in May. As a result, the Borovsk affiliate has reached a consensus on its values, its vision, mission, assessed its internal and external environments, and prepared a strategic plan;

- Local government officials in Borovsk have asked the ASPSW affiliate to help them draft a social protection bill for the region;
- The Borovsk affiliate produced a video tape to promote their chapter's work;
- ASPSW leaders have decided to restructure their organization, especially in the area of governance;
- The Mary El affiliate collaborated with the Borovsk chapter to send disabled children from Borovsk to a summer camp in Mary El;
- Media coverage generated by Mary El's participation in the project has resulted in an increased number of social work volunteers for the chapter;
- All of the computer and communications equipment purchased by the project for the regions has been purchased, tested, and delivered;
- Two businesses have signed contracts with the Tambov affiliate to carry out an organizational diagnosis of their firms;
- ASPSW headquarters, through Col. Igor Lipsky, introduced a database that was designed for the participating affiliates and their newly-acquired computers;
- For the first time, the Tambov affiliate carried out a Strategic Planning process, which has resulted in a one-year plan;
- The Tambov chapter produced a video report of their work since the last workshop;
- Local Ministry of Education authorities are now paying travel expenses for the Tuva affiliate social workers and social pedagogues;
- The Stavropol chapter has put together a regional director of nongovernmental organizations (NGOs), which will be published shortly;
- The Stavropol chapter now considers itself to be adept at fundraising;
- The Altai chapter is preparing a packet of recommended social protection legislation for their region; and,

- The Altai chapter has produced a video tape about NGOs in their region.

OTHER ACTIVITIES

In addition to the Collaboration Workshop, several other activities were carried out during the project's team stay in Russia. Of critical importance was the selection process for picking three of the eight regions for the Action Planning Workshops in Phase 2 of the project. Throughout Phase 1 participants had voiced their concern about the selection process. Some did not like the feeling of competitiveness. Others worried about the fairness of the selection process. Through discussions with ASPSW leaders from Moscow and the NASW project team, it was decided to select the three by using a criteria rating form. The project's chief trainer taught the process to the ASPSW leaders and NASW team. The two parties then agreed on the criteria. This took two days. It was then decided to involve all of the workshop participants -- except for the World Learning, Inc. representative -- in the selection process. The process was taught to the workshop participants. The three regions picked are: Altai, Mary El, and Tambov.

The NASW project team continued its practice of individual consultations with workshop participants, assessing their needs for Phase 2 of the project, as well as providing information about social work practices in the United States.

The NASW project team also delivered to workshop participants sets of books and journals covering a variety of social work topics.

An Action Planning Workshop - An Introduction was carried out in Kyzyl, Tuva, at the invitation of the Tuva ASPSW chapter. The workshop involved approximately 130 social workers, social pedagogues, and local government administrators. (See: separate report) In addition, several on-site visits were made to local NGOs and the village of Mechegai.

NEXT STEPS FOR THE PROJECT

With the Collaboration Workshop Phase 1 of the project has been completed. A mid-project report, based on an evaluation by an independent, Russian consultant, will soon be made available.

Phase 2 will see the implementation of Action Planning Workshops in Altai, Mary El, and Tambov, as well as providing technical assistance to the other five participating regions. The Action Planning Workshops are meant to bring together representatives of Civil Society, Market, and State organizations to foster collaboration in tackling local social problems. In addition, it is anticipated that a complete set of training manuals -- based on the core management workshops delivered during Phase 1 - will be written

and published during Phase 2. Furthermore, Phase 2 will also concentrate on ensuring that the communications equipment delivered and installed during Phase 1 will be in full operation in every participating region during Phase 2.

One of the eight participating ASPSW regions -- Igrim (Tuymen) -- has requested technical assistance from the project's chief trainer for one month. Unfortunately, the project budget does not cover this particular activity. However, the Igrim ASPSW project participant has said that her local chapter will raise the funds necessary to pay for the technical assistance, which she hopes will be delivered in November 1995.

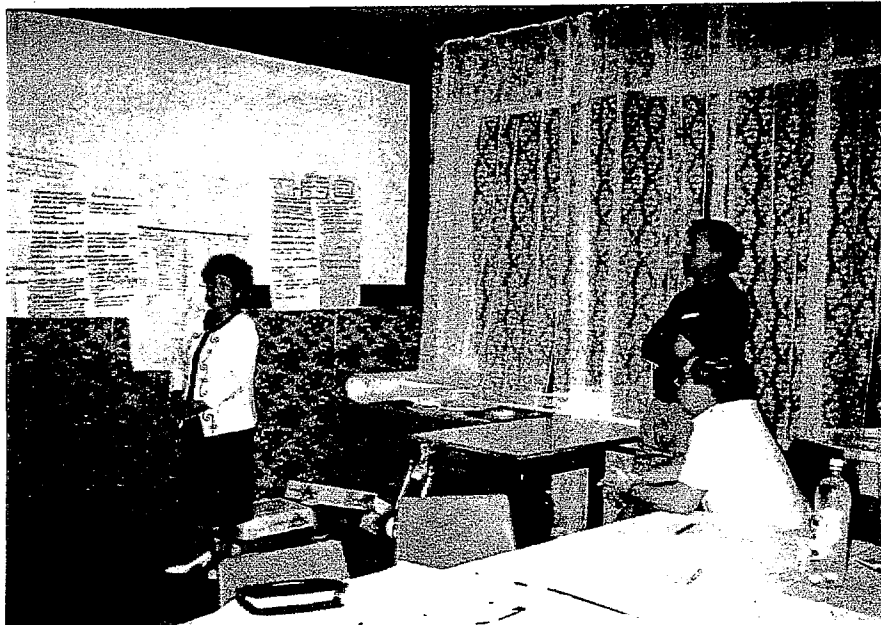
Discussions are also underway with Christoph Muller of Ost-West, a German international development NGO active in Russia, to determine possible collaboration during Phase 2 in Altai and Tuva.

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RUSSIAN NGO SOCIAL SECTOR SUPPORT PROJECT

**Summary Report: Collaboration Workshop
Sept. 13-16, 1995
Barnaul, Russia**

NASW/ASPSW













**RUSSIAN NATIONAL ASSOCIATION
OF SOCIAL PEDAGOGUES
AND SOCIAL WORKERS**

**TAMBOV DEPARTMENT OF THE RUSSIAN FEDERATION
ASSOCIATION OF SOCIAL PEDAGOGUES
AND SOCIAL WORKERS**

TAMBOV 1995

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**TAMBOV DEPARTMENT OF THE RUSSIAN FEDERATION
ASSOCIATION OF SOCIAL PEDAGOGUES
AND SOCIAL WORKERS.**

Tambov Department of the Russian Federation Association of Social Pedagogues and Social Workers (TD ASPSW) has been registered on 28.10.93. TD ASPSW has been set up on the initiative and on the base of Tambov State University. The Regional Committee on Social Support of Population, Department of Education, the Regional Centre of Employment of Population, Administration of Kotovsk Town and Mordovskiy District of Tambov Region, the Centre of the Urgent Social Support and the Department of Home Affairs of Kotovsk Town have also been among the founders of TD ASPSW.

Tambov Department of ASPSW consists of the Centre of Social Pedagogy and Social Work, the School of Social Work, the Department of Social Pedagogy and Social Work, the Qualification Commission.

The main aim of the activities of TD ASPSW is the perfection of social work in the region and its development as a profession; taking part in solving the problems of the social support for the population, to render social support to different categories of the population, coordination of activities of the regional social departments as well as working out recommendations for making the social policy.

The Chairman of ASPSW Board and Director of the Centre of Social Pedagogy and Social Work is Raisa Kulichenko, the General Director is Tatyana Dyachek, the Chairman of the Regional Qualification Commission is Alexander Panasencko.

Fields of activities of TD ASPSW

1. Selection of specialists for the social field and quality their training. In order to do this a special system preprofessional, basical course training of social pedagogues and social workers has been worked out and in operation now.

2. To conduct scientific research and work on social-demographic passport of administrative units of Tambov region such as: a town, a rural district, a district in a city, to perform a social diagnosis there and work out recommendations on creation of the address program of social security for population and on formation of integral models of social services. The project for research "Many-Level System of Services for Social Security of Population in the Central Black Zone Region" is included in the Federal Program of Social Pedagogy. In Kotovsk-town a project "Growth of Unemployment in a Small Town and Ways to Overcome its Consequences" is also carried out. This project was initiated by participation of TD ASPSW in Russian-American Russian NGO Social Sector Support Project.

3. To provide activities of the experimental areas with a scientific leadership (a kindergarten as an open system in a microdistrict; 3 comprehensive secondary schools, two Schools of Education, Academy of childhood, the House of Children's Creative Activity, Movie-club "Contact" and so on). The scientific work is aimed at practice. Its main task is to work out the model for interaction of educational and teaching institutions of the "open type", performing the role of coordinational centres in the activity of many social bodies which deal with the person's behaviour.

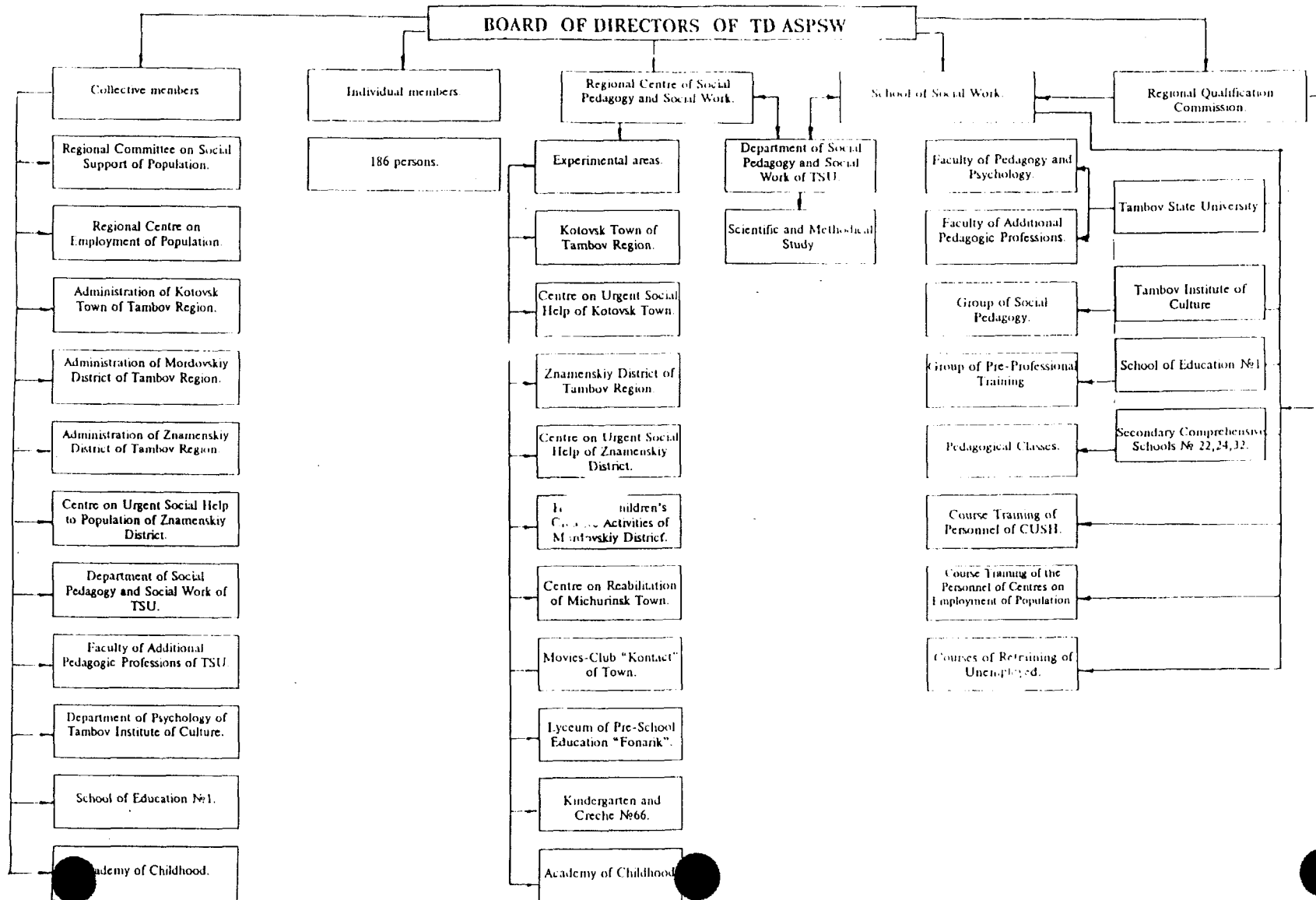
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**List of specialisations,
which are trained in the School of Social Work and Social
pedagogy TD ASPSW**

Basic	Additional	Course	Pre-Professionale
Social pedagogue	Social pedagogue- - organiser of cultural and leisure activity	Raising of the qualification of Personnel of Centres on Employment of Population	Social Pedagogue's Assistant
Social pedagogue-culturologist	- organiser of cultural and leisure activity using foreign language	Raising of the qualification of Directors of Centres on Urgent Social Help	Secondary Comprehensive Schools № 22, 24, 32
	- organiser of technical creative work	Raising of the qualification of Personnel of Social Services	School of Education № 1
	- trainer of children's sport school		House of Children's Creative Activities of Mordovskiy District
	- family speech-corrector		
	- family educator (tutor)		
	- practical psychologist		

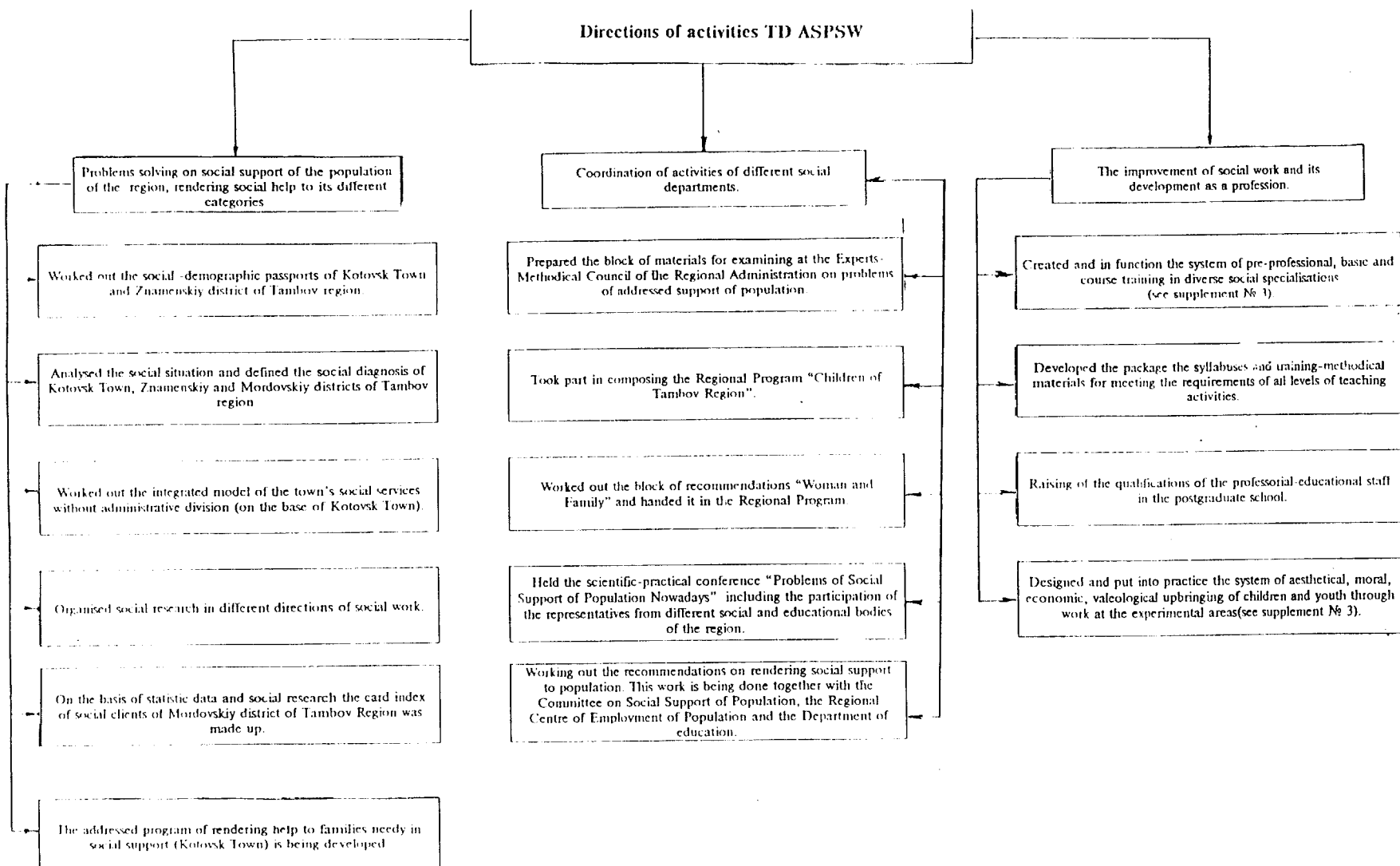
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The Structure of Tambov Department of the Russian Federation Association of Social Pedagogues and Social Workers (TD ASPSW RF)



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АЛТАЙСКИЙ ФИЛИАЛ

Ассоциации социальных педагогов и социальных работников
Российской Федерации (АФ АСОПиР РФ).

Ассоциация социальных педагогов и социальных работников - член Международной Федерации социальных работников - открытая неправительственная организация, объединяющая на добровольной основе социальных педагогов и социальных работников России.

АСОПиР имеет свои филиалы в 54 регионах России, в том числе и на Алтае. АФ АСОПиР - самостоятельная неправительственная структура, обладает всеми правами и обязанностями юридического лица, деятельность которой осуществляется на территории Алтайского края. В основе работы АФ АСОПиР лежат принципы гуманизма, демократии, законности, гласности, равноправия членов, развития социальных инициатив, самоуправления, добровольности членства и участия в ее делах, сотрудничества с государственными, политическими, общественными, религиозными организациями, движениями, фондами, творческими союзами и другими организациями в целях выполнения уставных задач.

АФ АСОПиР создан с целью:

- консолидации усилий и совершенствовании общей системы социальной работы на основе учета национальных и региональных особенностей;
- совершенствования социальной работы и развития ее как профессии.

Основными задачами АФ АСОПиР являются:

- организация и координация возможностей и участия государственных, коммерческих и неправительственных структур в социальной защите (поддержке) населения края;
- содействие объединению усилий членов АФ - социальных педагогов и социальных работников в формировании комплексной системы социальной работы; региональной подсистемы социально-педагогической деятельности;
- участие в разработке системы подготовки, переподготовки и повышения квалификации социальных педагогов и социальных работников;
- участие в подготовке законодательных и других предложений, разработке социальных проектов, в том числе международных, направленных на развитие практической социальной защиты населения и социальной помощи различным его категориям;
- содействие полноценному использованию в социальной работе

потенциала семьи, оказание ей всесторонней социальной, медицинской, психолого-педагогической, экономической и другой помощи;

- координация деятельности социальных педагогов и социальных работников, защиты их интересов;

- оказание методических, консультационных и информационных услуг в области социального воспитания и социальной работы;

- пропаганда достижений науки и практики в области социальной педагогики и социальной работы.

АФ АСОПиР базируется в учебно-научно-производственном комплексе "Социология, психология и социальная работа" Алтайского госуниверситета и Алтайском региональном научном центре СО РАО, как неправительственной организации, в котором действует Алтайское отделение Центра социальной педагогики и социальной работы РАО. Здесь осуществляется подготовка и переподготовка специалистов по социальной работе, психологии и социологии высшей квалификации, имеется аспирантура и специализированный Совет по защите кандидатских диссертаций со специализацией "социальные институты, социальные структуры, социальные процессы", открыт колледж социальных наук и специализированные лицейные классы в школах города и сел края.

При АФ АСОПиР действует Алтайское подразделение Российской квалификационной комиссии по социальной педагогике и социальной работе.

АФ АСОПиР включает учебные, научно-исследовательские структуры, экспериментальные площадки и сотрудничает с рядом общественных организаций: АО Общества психологов, АО социологической ассоциации РФ, АО Ассоциации работников социальных служб РФ, АО школ социальной работы, другими учреждениями и фондами. Наиболее активно АФ АСОПиР взаимодействует с Комитетами Администрации Алтайского края по социальной защите населения и Комитетом по образованию, высшими средними учреждениями Алтая, социальными, психологическими центрами и службами.

АФ АСОПиР принимает участие в международном проекте, осуществляемом АСОПиР и Национальной ассоциацией социальных работников США, многих межрегиональных и региональных проектах.

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626806, Tumen region,
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Tamara Grudo, Director

**The Igrim
Regional
Center**

of social adaptation, professional

training and youth employment.

The Igrim Regional Center of social adaptation, professional training and youth employment (North—West Siberia) was set up in order to introduce innovative forms of youth adaptation to new social and economic conditions, especially in regions with poorly developed industrial infrastructure.

The Center is also targeted at other groups of population, including people with special needs. The Center conducts professional training of social workers and social pedagogues and provides scientific and methodics support of their practical work.

The Center provides social protection of the least protected groups — children and youth. The Center is engaged in the following activities:

- performs diagnostic investigations, assesses and evaluates innovative forms and technologies of social work with the youth and other groups;

- organizes social and cultural activities, provides conditions for youth social initiatives, social adaptation and rehabilitation of people with special needs;

- introduces into practice a new model of educational and production institution which provides professional training and working places for the youth;

- organizes and carries out professional training of youth and people with special needs taking into account current needs of the regions;

- sets up self supporting workshops and industrial units in order to use local resources and to develop traditional crafts for the youth and persons with special needs;

- coordinates research and experimental work in the regions, analyses and introduces into practice effective models of social work;

- conducts professional training of social workers, social pedagogues and specialists of social services and their certification;

- carries out joint projects with Russian and foreign specialists on theory and practice of social work;

- organizes provision of social services meeting needs of different groups and categories of population.

The Council of the Center evaluates results of research and practical work, projects and designs development of the Center and system of social services in the region.

The Center has the branches of education and production.

The branch of education consists of the following structures:

- groups of extra curriculum education on art, applied art and engineering;

- groups where adolescents get secondary education and professional training according to needs of the region;

- school of preprofessional training of specialists of social services, social pedagogues and social workers at the advanced level;

- branch of the Institute of social work for training of specialists according to the region's needs;

- college for training of specialists with secondary and professional education;

- school "Harmony" for development of infants;

- school of educational services.

The branch of production consists of the following structures:

- production workshops;

- self supporting workshops and production units for students who started or completed training;

- mechanical workshops for repairs, modernization and servicing of the equipment;

- laboratory of design and engineering;

- research group;

- information and publishing group ;

- group of management, marketing, finance and logistics.

The Center is open for cooperation with all those people and organizations who are interested in assisting young people in solving their social and professional problems.

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АЛТАЙСКИЙ РЕГИОНАЛЬНЫЙ ЦЕНТР КООРДИНАЦИИ
ДЕЯТЕЛЬНОСТИ НЕПРАВИТЕЛЬСТВЕННЫХ ОРГАНИЗАЦИЙ

СОЦИАЛЬНОЙ СФЕРЫ (АРЦКНСС)

Altai Regional Center for Coordination of NGOs in social sector

Алтайский региональный центр координации деятельности неправительственных организаций социальной сферы (далее - Центр) является общественным образованием, объединением неправительственных организаций региона, занимающихся проблемами социальной защиты населения, подготовкой и переподготовкой кадров для учреждений социальной сферы и управления. Его главной целью является усиление влияния "третьего сектора" на общественную жизнь населения региона, повышение эффективности работы учреждений социальной сферы, общественных организаций, ориентирующихся на социальную защиту.

Коллегиальным органом управления Центром является Совет руководителей неправительственных организаций ("Совет директоров"), в обязанности которого входит выработка стратегий взаимодействия организаций неправительственного сектора в регионе и за его пределами. Оперативная деятельность центра обеспечивается на базе Пункта информационного обеспечения неправительственных организаций социальной сферы исполнительным директором и ответственным секретарем.

В состав Центра входят:

1. Алтайский филиал АСОПИР.
2. Алтайское отделение Ассоциации работников социальных служб (АО АРСС).
3. Алтайское отделение Педагогического общества России.
4. Алтайский региональный научный центр Сибирского отделения Российской Академии образования.
5. Алтайское отделение Академии социальных наук РФ.
6. Алтайский филиал Отделения социальных технологий Международной академии информатизации.
7. Алтайское отделение Академии гуманитарных наук.
8. Алтайское отделение Петровской академии наук и искусств.
9. Алтайское отделение Российского общества психологов.
10. Алтайский социологический центр.

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Основными принципами деятельности Центра являются:

- ориентированность на оптимизацию взаимодействия неправительственных организаций региона с государственными структурами и деловыми группами;
- признание и учет возрастающей роли взаимодействия неправительственных организаций социальной сферы в общественной жизни, защите "слабых" слоев населения;
- признание целесообразности принципа относительной автономности деятельности неправительственных организаций социальной сферы;
- принцип приоритетности решения социальных проблем нуждающихся слоев населения региона;
- принцип коллегиальности в принятии решений;
- принцип добровольности участия в работе Центра неправительственных организаций региона.

Работа Центра оформляется Договором о совместной деятельности и финансируется за счет проектов, осуществляемых его участниками, а также помощи государственных и деловых структур. Ежегодно Договор корректируется специальным протоколом.

Информационное и методическое обеспечение Центра обеспечивают: Комплекс "Социология, психология и социальная работа" АГУ, Комитет Администрации Алтайского края по социальной защите, АРНЦ СО БАО, Пункт информационно-методического обеспечения деятельности неправительственных организаций социальной сферы.

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Russian NGO Social Sector Support Project - NASW & ASPSW Partnership

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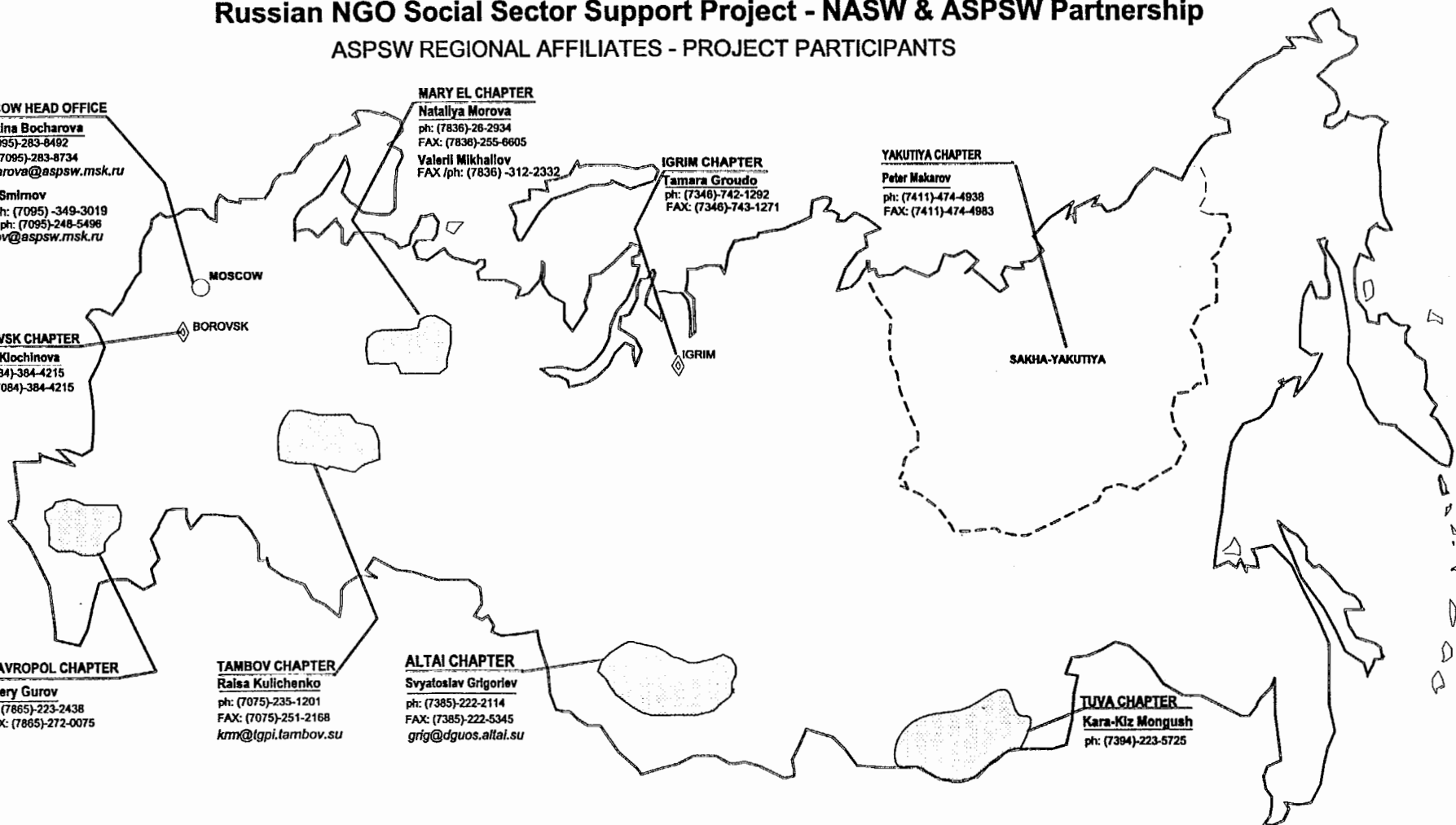
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АССОЦИАЦИЯ СОЦИАЛЬНЫХ ПЕДАГОГОВ И СОЦИАЛЬНЫХ РАБОТНИКОВ РОССИЙСКОЙ ФЕДЕРАЦИИ	ЧЛЕН МЕЖДУНАРОДНОЙ ФЕДЕРАЦИИ СОЦИАЛЬНЫХ РАБОТНИКОВ
ASSOCIATION OF SOCIAL PEDAGOGUES AND SOCIAL WORKERS OF RUSSIAN FEDERATION	MEMBER OF INTERNATIONAL FEDERATION OF SOCIAL WORKERS

АССОЦИАЦИЯ СОЦИАЛЬНЫХ ПЕДАГОГОВ И СОЦИАЛЬНЫХ РАБОТНИКОВ РОССИЙСКОЙ ФЕДЕРАЦИИ

**SOCIAL
СОЦИАЛЬНАЯ
РАБОТА
WORK**

ISSN 0207-348X

■ Social pedagogy: study the
problems of human nature

■ An experience of Russian
regions: Stavropol Region,
Berezniki, Karelia.

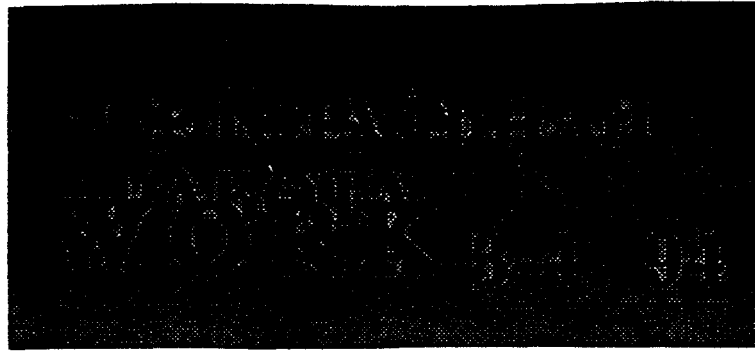
International projects:
the new stage of the
co-operation



■ Социальная педагогика и
проблемы человечества
Березники
Карелия, Ставрополье,
Периональный опыт России:

Международные проекты -
Новый этап сотрудничества





Permanent Section of the Journal in English

INTERNATIONAL PROJECTS AS AN ADVANCED STAGE OF COOPERATION

Dear colleagues!

In this issue of the journal we begin to publish materials specially developed for the joint Russian-American project "Support of NGOs in Russia". The US 400,000 project will be carried out from September 1994 to March 1996.

ASPSW is extending their deepest thanks to the US Agency for International Development, to the organization "World Learning", to our American partners - NASW, to the Director of the project Eileen Kelly, and to its coordinator Alex Draisler.

May I congratulate the participants of the Russian-American project upon receiving the grant. I do hope that our first joint venture would be a success.

*Valentina Bocharova,
ASPSW President, Professor*

PLANNING THE JOINT ACTIVITY IN THE PROJECT

That is How the first seminar was entitled. The following tasks were set before the joint seminar in Moscow:

- to elucidate the ASPSW position as a NGO in relation to the project problems
- to elicit ASPSW value and approaches in realising the project
- to outline procedural, analytical and operational framework which would serve the ASPSW regional branches for the participation in the project workers
- to involve the project team in planning, realization and evaluation of the project.

The work of the seminar was based on two principles: all participants were actively involved in mastering teaching techniques, these techniques should be adapted to the peculiar conditions of the given region.

The Seminar Outcome.

All tasks were performed by the participants during two days. Of particular interest were the exercises which contribute to creation of relaxed atmosphere in the learning group.

The analysis of value provoked a lively discussion. The group made up a list of seven values which were supported by all participants. It was decided to discuss the value list in their regional chapters and to submit the final list to the next ASPSW National Conference. The Directorship of ASPSW also promised to make its own presentation at the Conference.

The "Problem Wheel" turned out to be rather complicated for the participants, for many could not articulate the problem in concrete terms.

The seminal participants expressed their gratitude to the organizers, they highly evaluated its outcome. All participants were directly and actively involved in its work.

NEEDS ASSESSMENT AND PROJECT PLANNING

Last year in December the second seminar within the framework of the Russian-American project "Support of NGOs in Russia" in the Republic of Mari El was organized. The first seminar was held in October 1994 in Moscow. Other regions of RF outside the project were also informed about the scope of activities within the project: the leaders and trainers of the project Eileen Kelly and Alex Draiser set forth its essence at the Russian National ASPSW Conference in Kazan on the 1st of December 1994, where practically all regional ASPSW chapters were represented. The presentations of the American partners were well received. The participants of the Conference expressed their desire to be informed about the project progress in future. Much of organizational work has been done by ASPSW in the interim.

Pre-seminar was held in December 1994. Its participants gave an account of their "home assignment" set for them at the seminar "Project Planning" (October 1994). Each regional team made a presentation including:

- analysis of cooperation of ASPSW chapter with other organizations
 - the government and NGOs with which ASPSW chapter might cooperate, or is already cooperating
 - the structure of the regional ASPSW chapter.
- Mari El

ASPSW branch made a peculiar presentation. It included papers as well as practical demonstration of close cooperation of ASPSW and other NGOs with government and commercial organizations in the town of Volzhsk, where the model of cooperation of ASPSW as a NGO has been tried out for three years. The discussion at Volzhsk was backed up by the videofilm "The Light Over the Town", featuring the project process in the town. Afterwards the seminar participants were given an opportunity to take an active part in the town festival devoted to the International Day of Disabled People.

The pre-seminar ended with the exchange of opinion. Many practical social workers were able to try out American methods in their activities which turned out to be effective. However, some workers faced difficulties in trying out the method "Problem Wheel".

Everyone was satisfied with the project progress at this stage. Of particular importance were the materials specially prepared for the seminar:

- non-government non-profit organizations
- "needs assessment" — a manual for research developed by NASW
- "Project Planning" — guidelines for setting up regional projects (developed by NASW of the USA).

"NEEDS ASSESSMENT"

The Seminar programme envisaged the introduction of the quick client-involved needs assessment in the region, based on the general theory of needs assessment including all levels: physiological, basic, social, self-conscious and self-realisation levels. The seminar participants were taught the new method of research directly at the workshops by the trainers. The following questions were considered:

— What is quick client-involved needs assessment, what is the advantage of this method over other research methods?

— What are the shortcomings of the methods and how to avoid mistakes.

— What is "methods basket" made of? What are the tools and procedures which enable to gather and process the information?

REVIEW OF THE SECONDARY SOURCES

First, the notion of "secondary sources" was specified. Then, the seminar participants performed the task on completion of which they came to know what secondary sources the use to gain basic information for conducting a practical research, what information is the most vital, and how to generalize these secondary sources. The use of the secondary recourses was considered in solving the problems of official and implicit unemployment (Tambov and Igrim regions), family conflicts (Yakutia and Tuva), developmental disability (Mari El) as well as the regional programme of social protection of the family within the zone of ecological risk (Altai).

The seminar participants did a series of exercises which required the ability to use diverse research methods. For example, a ranging table of well-being level of the population was drawn up. In conclusion the brainstorming was conducted, which would enable to effectively plan the regional project.

The seminar turned out to be fruitful. The team of eight regions of RF had actively worked for three days, small groups were doing exercises, and fulfilling the tasks set by the trainers. Many offered their own solutions, original approaches.

From December 1994 to February 1995 the needs assessment would undergo the approbation stage, and later it would be used in the development of regional projects.

To better inform other regions of RF on the progress of the project the journal "Social Work" runs the special rubric. These materials might interest our readers and various social services in Russia. All those who wish to get exhaustive answers to their questions and to order literature on the subject, please write to ASPSW headquarters in Moscow.

STAVROPOL PEDAGOGUES HELP IN SETTING UP SOCIAL WORK

The area of Stavropol Kraji is 66200 sq km: 18 towns, 7 health resorts and 741 rural settlements are located here. The rural population makes up 46%, the rest live in towns. The Administrative Center is Stavropol (336600 people). There are 90 ethnic groups in the kraji, with 77,9% of Russians, 2,5% Ukrainians, 2,8% - Armenians, 1,1% — Greeks and others. Chemical, machine-building, energetic and food industry (all in all about 500 enterprises are well represented here).

The social development is closely connected with economic, national and cultural peculiarities of the region, with variety of educational potential of different parts of the region.

Educational complex is one of the most powerful and fundamental bases in the social policy of Kraji. And it is no wonder that when concrete social work concerned, then the social pedagogues are always in the vanguard. And like other Russian regions Stavropol faces the same problems. At the same time each town settlement is an unique combination of specific problems. Hence, a diverse range of forms of social work, which ultimately are aimed at setting up pedagogically efficient system of social services, at all-being of each family, each person, at the protection his rights and health: physical, moral, and spiritual.

Let us take for example Blagodarnenskiy District. The population of the District is mainly employed in agriculture. The social problems have sharply aggravated in the last five years. The number of refugees is growing quickly, restationing of the Army has also affected the demographic situation, resulting in unemployment, redundancy, housing problems, overcrowded schools, the increasing number of dropouts and unemployed youth, crime.

One may lose heart when dealing with multitude of problems. But when you talk to people here you realize, that these people would never neglect this prosperous district, they would help every person in need, and all this with a smile, with Cossack ardour and wit.

I came to this conclusion then talking with N.I. Simomova, who together with her colleague from local education authority E.A. Dorochenko, is presenting the project of the Centre of Rehabilitation and Social Adaptation for adolescents. 13 social pedagogues are already employed here. The spirit of the project is in creating a whole system of social work with teenagers and their families carried out by not only educational institutions, but by all bodies concerned out by not lonely educational institutions, but by all bodies concerned. The main objective of the project concept is to bring a teenager back into the family, "to remedy" the situation, to resolve the conflict. Thus, all citizens of Blagodarnenskiy District are united by one common cause — to concentrate all efforts on strengthening of the family. It was deemed inexpedient to divide the population into the age groups: all structures should work with the family and starting from here, they would solve the problems of pre-school children, teenagers, pensioners and disabled people.

Medico-psychological and pedagogical service is at the base of rural and urban projects when rendering help to the family, urban and rural family, young and incomplete family, family at risk.

The key to solving many problems in Predgorniy District has been found in setting up the functional interrelation between social worker and social pedagogue within the social service. In fact, it is no good at this

МЕЖДУНАРОДНЫЕ ПРОЕКТЫ — НОВЫЙ ЭТАП СОТРУДНИЧЕСТВА

Уважаемые коллеги!

В этом выпуске журнала открываем серию материалов, специально подготовленных для участников субсидированного совместного российско-американского проекта "Поддержка неправительственных организаций России". Сроки реализации проекта: сентябрь 1994 г. — март 1996 г. Сумма гранта — 400000 долл. США.

Правление АСОПиР выражает сердечную признательность Агентству международного развития США, организации "УОРЛД Лернинг", нашим американским партнерам — Национальной ассоциации социальных работников США, директору проекта Эйлин Келли, его координатору Алексу Дрейслеру.

Поздравляем участников проекта с российской и американской сторон и выражаем уверенность в том, что первый опыт нашей совместной работы будет успешным.

Валентина БОЧАРОВА
президент АСОПиР, профессор

ПРОЕКТ: "ПОДДЕРЖКА НЕПРАВИТЕЛЬСТВЕННЫХ НЕКОММЕРЧЕСКИХ ОРГАНИЗАЦИЙ РОССИИ"

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АССОЦИАЦИЯ СОЦИАЛЬНЫХ ПЕДАГОГОВ И
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Географический район:

400.000 долл.США
Россия

Цель проекта — создать новые, более обширные и эффективные системы обмена информацией между российскими неправительственными некоммерческими организациями, работающими в социальной сфере; сформировать более эффективную профессиональную организацию работников социальной сферы; повысить функциональные и управленческие возможности соответствующих региональных организаций; улучшить систему связи и обмена информацией между организациями.

Проект предусматривает:

создание системы электронной связи и обмена информацией,
проведение национальных и региональных семинаров,
реализацию программы обучения в области управления некоммерческими организациями.

Результатом выполнения проекта, как ожидается, станет улучшение системы социального обслуживания и условий жизни населения в ряде регионов России: Республики Марий Эл, Саха-Якутия, Тува, Алтайский и Ставропольский край, Тамбовская и Калужская области, Ханты-Мансийский округ (поселок Игрим).

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ПЛАНИРОВАНИЕ СОВМЕСТНОЙ ДЕЯТЕЛЬНОСТИ ПО ПРОЕКТУ

Так назывался первый семинар, который был проведен партнерами субсидированного проекта в Москве.

Перед семинаром были поставлены задачи:

- выявить позиции АСОПиР как неправительственной организации по проблемам и трудностям данного проекта;
- выявить ценности АСОПиР и подходы, в соответствии с которыми должен строиться данный проект;
- определить процедурные, аналитические и операционные рамки, которые бы отвечали целям развития Ассоциации;
- мобилизовать представителей региональных отделений АСОПиР, которые будут участвовать в проекте;
- обсудить права и обязанности тех, кто участвует в проекте и непосредственно его воплощает;
- начать процесс функционирования команды из представителей регионов путем участия в планировании, осуществлении и оценке проекта;
- улучшить способности команд к планированию и управлению на практике.

Два основных принципа легли в основу данного семинара:

1. Его руководители ознакомили слушателей с основными методами обучения. При этом реальная работа по их изучению осуществлялась всеми участниками команды.

2. Участники должны были суметь адаптировать изученные методики к конкретным условиям и обстоятельствам.

Результаты семинара.

В течение 2 дней участники выполнили все упражнения. Упражнение по установлению соответствующего климата помогло участникам чувствовать себя свободно и создать соответствующее для семинара настроение. Хотя участников попросили в анонимной

форме перечислить их страхи на листе бумаги, никто таких страхов не выразил. Один человек написал, что он или она принадлежит к старой школе и верит в то, что людям говорить следует то, что им нужно знать.

Анализ ценностей вызвал живую дискуссию среди участников, которая могла бы продолжаться несколько часов. Ценности ассоциации никогда раньше не обсуждались ни в Центре, ни в региональных отделениях. Группа выделила список из 7 ценностей, которые поддерживали все участники. Они решили представить этот список для обсуждения в своих соответствующих организациях и представить окончательный список на следующей национальной конференции ассоциации.

Участники с энтузиазмом отнеслись к анализу держателей доли капитала. Каждый сказал, что он или она получили немедленную пользу от этого метода анализа. Каждый из представителей регионов, присутствующих на семинаре, дал местный анализ держателей доли капитала, основанный на изученном методе. Каждый из участников сказал, что он или она вернутся домой и подготовят более глубокий анализ с участием представителей региональных отделений и представят результаты на следующей национальной конференции АСОПиР. Центральное руководство АСОПиР также участвовало в этом анализе и также пообещало сделать свое представление на следующей конференции АСОПиР.

Проблемное колесо оказалось несколько более сложным для участников. У многих из них возникла трудность определения проблемы в конкретных, а не абстрактных терминах.

Вот общее мнение участников семинара: "Спасибо за эти 2 дня. Я преподаватель. Я могу использовать эти методики в моей преподавательской работе. Основная ценность в том, что вы включили нас в эту работу".

ОЦЕНКА ПОТРЕБНОСТЕЙ И ПЛАНИРОВАНИЕ ПРОЕКТА

В декабре прошлого года состоялся второй семинар введенного в действие субсидированного российско-американского проекта "Поддержка российских неправительственных организаций". Первый семинар был проведен 5-7 октября 1994 г. в Москве. В целях экономии средств и информирования о проекте более широкого круга регионов большинство последующих

семинаров решено было проводить непосредственно на местах — в том или ином регионе. В данном случае семинар проходил в республике Марий Эл.

Кроме этого, о содержании работы по проекту были проинформированы и другие регионы Российской Федерации, не включенные в проект: 1 декабря руководители проекта, тренеры (Э.Келли, А.Дрейслер)

изложили его суть на Национальной конференции АСОПиР, которая состоялась в г.Казани (республика Татарстан) и в которой приняли участие практически все региональные отделения АСОПиР.

Выступления американских партнеров были приняты с большим удовлетворением. Конференция отметила необходимость и в дальнейшем информировать все регионы РФ о ходе реализации проекта.

В период между I и II семинарами Ассоциацией социальных педагогов и социальных работников России была проведена значительная организаторская работа: уточнена выборка регионов, включенных в субсидированный проект; составлена характеристика на каждый из этих регионов, проведена информационно-разъяснительная и подготовительная работа непосредственно на местах, в регионах, ставших участниками субсидированного российско-американского проекта.

В декабре 1994 года состоялся семинар. Его участники подробно изложили (письменно и устно) "домашнее задание", выполненное ими после семинара "Планирование деятельности" (октябрь 1994 г.). Команда из каждого региона выступила с презентацией своей территории, включающей:

- анализ взаимоотношений в регионе с представителями различных организаций;

- характеристику государственных и неправительственных организаций в территориях, с которыми могло бы сотрудничать (или уже сотрудничает) региональное Отделение АСОПиР;

- описание регионального Отделения АСОПиР (достижения и перспективы, организационная структура, количество членов, список руководителей и др.).

Своеобразной была презентация Отделения АСОПиР в республике Марий Эл, где проходил этот семинар. Она включала не только устный и письменный отчет, но и показ реальной практики взаимодействия АСОПиР и других НПО с государственными и коммерческими структурами. Показ был осуществлен на примере г.Волжска, где уже в течение трех лет отрабатывается экспериментальная модель социальной работы и деятельности АСОПиР как неправительственной организации. В дискуссиях приняли участие мэр г.Волжска Е.П.Дунаев, председатель АСОПиР республики Марий Эл Н.М. Кряжевских, представители всех первичных организаций АСОПиР в регионе: предприниматели, государственные и политические деятели г.Волжска и республики, практические социальные работники, представители Школ социальной работы. Дискуссия сопровождалась показом видеofilма "Свет над городом" (на русском и английском языках), отражающего процесс развития эксперимента в городе. Затем участникам семинара была предложена возможность принять участие в городском празднике, посвященном Международному дню инвалида.

Предсеминар завершился обменом мнений о том, какое влияние оказала учеба на I семинаре на практику работы в каждом регионе, какова обратная связь. Большинству участников команды удалось апробировать методики, предложенные американскими коллегами, в практической работе в своих регионах. Апробация была весьма успешной. Определенные трудности испытывались при использовании методики "проблемное колесо".

Было высказано общее удовлетворение и полезность пройденного этапа выполнения проекта.

Особую важность представляли наглядные материалы, подготовленные ко второму семинару:

- "Неправительственные некоммерческие организации" — обзор материалов, подготовленных АСОПиР с целью обеспечения большей гибкости в понимании целей, задач, содержания деятельности НПО;

- "Оценка потребностей" — методическое пособие для исследования БОУ, подготовленные НАСР США;

- "Планирование проекта" — рекомендации для создания региональных проектов, подготовленные НАСР США.

"Оценка потребностей"

Программа семинара предусматривала введение на территории Быстрой оценки с участием жителей микрорайона (БОУ) на основе общей теории Оценки потребностей (включающей все уровни — физиологический, уровень безопасности, социальный, самоощущения, самоактуализации). После этого было проведено занятие по практическому использованию методов БОУ (картографирование, ранжирование, метод вторичных источников, диаграммы, полуструктурные интервью, прямое наблюдение, групповое наблюдение).

Овладение БОУ как методом исследования осуществлялось непосредственно на семинаре. С этой целью умело чередовались разъяснения тренеров (подкрепленные наглядными материалами) с выполнением командой множества упражнений, практических заданий.

Прежде всего, были рассмотрены следующие вопросы:

- что такое БОУ, каковы ее особенности в сравнении с другими методами исследования. При этом члены команды единодушно высказали мнение о том, что БОУ — наиболее целесообразный и приемлемый метод для исследований, связанных с деятельностью НПО, так как он предполагает междисциплинарность исследований, включение самих жителей района в исследование, гибкость, неформальность и др.;

- в чем преимущества и недостатки или возможные трудности метода БОУ при его применении, как "застраховаться" от ошибок, с помощью каких методических приемов;

- что собой представляет "корзина" методов и инструментов БОУ для сбора и анализа информации.

Обзор вторичных источников.

Прежде всего было уточнено, что такое вторичные источники. Затем участники семинара распределились на несколько групп и начали на больших листах выполнять упражнение, позволяющее лучше усвоить, какими вторичными источниками лучше пользоваться для получения базовой информации при проведении практического исследования, какую конкретную информацию и из каких источников можно получить и как обобщить эти вторичные источники.

Упражнение было выполнено успешно большинством участников. Использование вторичных источников рассматривалось в связи с проблемами

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официальной и скрытой безработицы (Тамбовский и Игримский регионы); конфликтов в семье (республики Якутия и Тува); детей-инвалидов (республика Марий Эл), а также в связи с разработкой региональной программы социальной защиты семьи в зоне экологического риска (Алтайский регион).

После ознакомительного этапа выполнены упражнения, в которых сочетались различные методы исследования и анализа. Например, по составлению таблиц ранжирования по уровню благосостояния населения и "планированию проекта".

В заключение был проведен "мозговой штурм", позволяющий с помощью совокупности методов (установление причинно-следственной связи, методика изучения движущих и сдерживающих сил, проблемное колесо, диаграммы и др.) более эффективно выполнить задание по созданию регионального проекта. При этом тренер особо выделил важность определения того, как (каким образом) будет достигнута цель проекта, посредством каких конкретных мероприятий; предложил четко расписать этапы работы, рассчитать расходы. Наконец, важно определить, когда и как будут осуществляться мероприятия (в предварительном и календарном планах).

Семинар получился плодотворным. Команда, представляющая 8 регионов Российской Федерации (в том числе были представители первичных организаций АСОПиР из Марий Эл), активно работала в течение трех дней; небольшие группы (по 3-5 человек)

постоянно выполняли упражнения, задания тренеров, достаточно компетентно и умело адаптируя те или иные позиции к условиям своего региона. Многие предлагали свои, оригинальные решения.

Период от декабря 1994 г. до февраля 1995 года станет этапом апробации метода БОУ в регионах, применения полученных знаний в практической социальной работе и разработке региональных проектов.

С целью более широкого информирования других регионов России о ходе реализации проекта наш журнал "Социальная работа", издаваемый на русском и английском языках, вводит специальную постоянную рубрику.

Вероятно, наши публикации на эту тему заинтересуют многих читателей, различные социальные учреждения и службы России.

Все они могут, обратившись в АСОПиР, получить исчерпывающие ответы на свои пожелания и вопросы и что не менее важно — заказать комплекты необходимой для работы специально подготовленной методической литературы.

Конгресс Международной ассоциации школ социальной работы

10-15 июля 1994 г. в Амстердаме состоялся 27 Конгресс Международной ассоциации школ социальной работы. Тема — "Современное состояние обучения социальной работе". Предложенная тема вызвала огромный интерес во всем мире, и более 400 ведущих специалистов всех стран мира приняли участие в Конгрессе с тем, чтобы дать полную картину современного состояния образования в области социальной работы. Для России это был второй Конгресс, в котором она принимала участие после 26-го в Вашингтоне, состоявшегося в 1992 году.

В чем принципиальное отличие 27-го Конгресса? Дело в том, что на протяжении многих лет и не без основания социальная работа сосредотачивалась на сравнительно узких, конкретных проблемах клиентов: на структурных вопросах, органически вытекающих из особенностей того или иного конкретного общества.

Выдвинутая же на 27-ом Конгрессе тема потребовала совершенно иного подхода. Этот подход был сформулирован в основном вопросе, обсуждавшемся на Конгрессе: какова роль системы образования в совершенствовании собственно социальной работы, какова ее ответственность за практику социальной работы, как она влияет на социальную политику в целом?

На поисках конструктивных путей совершенствования образования в области социальной работы в ее взаимосвязи с практикой и социальной политикой и был сосредоточен интеллектуальный потенциал Конгресса:

Программа 27-го Конгресса МАШСР, его содержание включало следующие подтемы:

— современные социальные и структурные изменения в обществе и как они отразились на образовании в области социальной работы;

— собственно политика высшего образования в этой области, его содержание, формы, методы; особенности дидактики;

— роль научно-исследовательской деятельности в обучении социальной работе;

— проблема подготовки парапрофессионалов и волонтеров в области социальной работы;

— перспективы развития обучения социальной работе с различными группами клиентов.

На Конгрессе было заслушано 27 ведущих докладов, отражающих концептуальные подходы специалистов ведущих стран мира, где система профессиональной подготовки социальных работников действует уже не один десяток лет. Работало около 200 творческих дискуссионных групп.

Наша Ассоциация располагает материалами Конгресса, которые будут опубликованы в специальном сборнике. И еще немаловажная информация: проблема, поднятая на Конгрессе, будет рассматриваться на предстоящей встрече в 1995 году на высшем уровне, с участием глав правительств разных стран мира.



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ЧИТАЙТЕ В ЖУРНАЛЕ

- Российско-Американский проект в действии
- Региональный опыт России:
 - об истинном милосердии к старикам
 - традиции этнопедагогики российского Севера
- Новые научные специальности

READ IN THE JOURNAL

- Russian/American Project in progress
- Social work experience in Russian regions
 - real charity for elderly
 - ethnopedagogical traditions of the peoples of North
- New research specialties

SOCIAL СОЦИАЛЬНАЯ РАБОТА WORK

НАУЧНО-ПОПУЛЯРНЫЙ
ЖУРНАЛ

**1/7
95**

ЖУРНАЛ ПЕЧАТЕТСЯ НА РУССКОМ И АНГЛИЙСКОМ ЯЗЫКАХ



АССОЦИАЦИЯ СОЦИАЛЬНЫХ ПЕДАГОГОВ И
СОЦИАЛЬНЫХ РАБОТНИКОВ РОССИЙСКОЙ
ФЕДЕРАЦИИ

ASSOCIATION OF SOCIAL PEDAGOGUES
AND SOCIAL WORKERS OF RUSSIAN
FEDERATION

ЧЛЕН МЕЖДУНАРОДНОЙ ФЕДЕРАЦИИ
СОЦИАЛЬНЫХ РАБОТНИКОВ

MEMBER OF INTERNATIONAL
FEDERATION OF SOCIAL WORK

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Имя, Эйлин Келли знают во всех уголках Соединенных Штатов Америки. Это - один из видных и активных деятелей профессиональной Национальной Ассоциации социальных работников США. Основная ее роль в Совете директоров Ассоциации - международное сотрудничество. А если учесть, что НАСР (в которой сегодня уже 162 тыс. членов) сотрудничает почти со всеми странами мира, можно представить объем забот Э.Келли. Под ее руководством американская Ассоциация оказывает помощь в установлении сотрудничества с коллегами из других стран, собирает информацию о социальной политике и практике в мире; способствует развитию социальной работы в мировом масштабе. Участвует в реализации целого ряда международных проектов.

Эйлин обладает удивительным даром убеждать. Эта милая, обаятельная женщина имеет твердый характер, а главное - она бесконечно предана делу, которому служит.

Несколько лет Эйлин настойчиво изучала, что же происходит с социальной работой в России, а когда разобралась - поняла: Россия - особая страна. Одинаковых стран вообще не бывает. Россию гуманитарной помощью не спасешь. Ей нужен другой вариант. И она нашла совсем иную модель сотрудничества, доказала во всех инстанциях, в правительстве США, что Россия нуждается в гранте под проект, который бы способствовал объединению усилий государственных, коммерческих структур с неправительственными организациями, подобными НАСР. И вот результат: проект сотрудничества НАСР и АСОПНР "Поддержка Российских неправительственных организаций в социальной сфере", получивший грант в 400 тыс. долларов от Агентства международного развития при правительстве США.

Подробнее об этом проекте - на страницах этого журнала. А пока - еще несколько слов об Эйлин Келли. Когда она была еще совсем молодой мамой, у нее погиб муж. Практически сама вырастила дочурку. Но жизнь вознаградила ее: теперь у нее прекрасная семья, муж и взрослая дочь.

В жизни ей пришлось нелегко. Наверное поэтому она так открыта чужой беде: ее душа и сердце, ее прекрасные глаза всегда распахнуты навстречу тому, кому трудно.

Посвятив себя профессии, суть которой - помогать людям, Э.Келли плодотворно и активно, очень много работает. Она член более десяти авторитетных международных организаций.

В одном из наших журналов Эйлин после международной конференции в Коломне в факсимильной телеграмме написала: "...Я ожидаю крепких постоянных деловых взаимоотношений с АСОПНР и желаю всем ее членам всего самого лучшего".

И вот эти времена наступили.

Спасибо тебе, дорогая Келли!

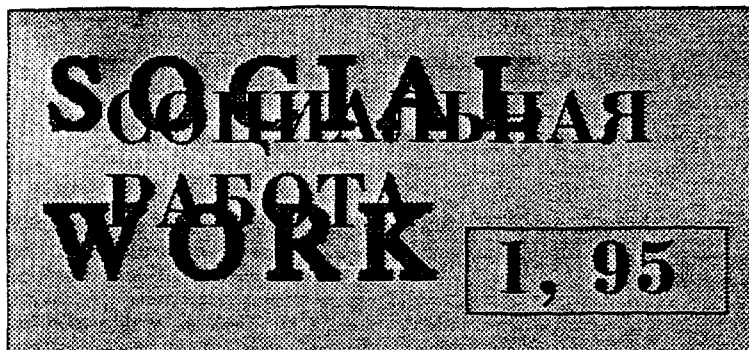
Eileen Kelly is known all over the United States. She is one of the most prominent and active leaders of the National Association of Social Workers (NASW). Her main responsibility is international cooperation of NASW. Under her leadership, NASW develops and oversees the provision of international services for about 150,000 members; helps members establish collaborative relationships with colleagues in different countries; acquires social policy and practice knowledge from other countries; develops an international perspective on social work practice and policy; and promotes social work practice worldwide. She takes part in the realization of several international projects. She has a rare ability to persuade people. This charming woman has a strong character and is very devoted to her job. Several years she studied persistently what is going on with social work in Russia. As a result of these studies she came to the conclusion that Russia needs a special help, not just humanitarian assistance. She found a new model of cooperation. She proved at all levels, including American government that Russia needs a grant to implement a project that helps to unite efforts of governmental, commercial and non-governmental organizations similar to NASW. Here is result: the project of cooperation between NASW and Association of Social Pedagogues and Social Workers "Russian Non-governmental Organizations Social Sector Support Project". A grant of \$400,000 has been awarded by the United States Agency of International Development.

Read more about this project in this magazine.

And now a few more words about Eileen Kelly. When she was a young mother her husband died. She alone brought up her daughter. But life rewarded her. Now she has a nice family - husband and grown up daughter. She did not have an easy life. That is why she is always ready to help people in need. By dedicating herself to help people she is working very hard: she is an active member of more than ten authoritative international organizations and movements.

In one of the issues of our magazine published a year ago Eileen wrote: "I expect strong constant working relationships with Association of Social Pedagogues and Social Workers and wish all its members all the best". And this time has come.

Thank you, dear Eileen!



Permanent Section of the Journal in English

NATIONAL ASSOCIATION OF SOCIAL WORKERS OF THE USA IS OUR PARTNER

National Association of Social Workers of the USA (NASW) was established in 1955 through the consolidation of seven various associations which made it a powerful and influential NGO. Today it has 55 regional chapters in all states and territories, as well as an international branch.

NASW primary objectives are as follows:

- to promote professional development and quality of social work;
- to safeguard the integrity and public acknowledgment of a high image of the profession;
- to develop standards to protect clients;
- to be actively involved in the development and realization of sound social policies, aimed at enhancing quality of people's life and at improving social environment.

NASW leadership is exercised by the elective Assembly (of 300 delegates) which sets out NASW strategic objectives and priorities and which meets every three years. Besides, there is Board of Directors (of 25

members) which meets quarterly. It outlines and realizes NASW concrete activities.

NASW Membership

With over 150,000 members NASW is the world's largest association of professional social workers. Its membership is characterized as follows:

- over 80% are women;
- 87% of its members hold Master's degrees, almost 9% hold Doctor's degrees and over 4% are Bachelors;
- over 90% of NASW members have social work experience of over ten years.

The greater part of NASW members provide the following services:

- over 1/3 of NASW members are employed in rendering psychological relief to people;
- another 1/3 of members work with families and children;

- over 12% of the NASW members work in health services;

- about 5% are school social workers;
- 4,5% work with the elderly;
- over 3% work with the disabled.

NASW LEGISLATIVE AND POLITICAL ACTIVITY

There are hundreds of professional associations in the USA and each will purposefully and consistently represent and safeguard its members' interests.

Unlike these organizations NASW sets out tasks of a wider range. It not only speaks and acts on behalf of its members, but it contributes to the perfection of the American society through active participation in formulating solid social policy and by enhancing the quality and raising the level of professional social work in the country.

NASW main office is in Washington, on Capitol Hill, just a few blocks from the White House, where principal social policies are adopted. NASW is actively engaged in spelling out these policies and takes part

in solving such social problems as AIDS control, poverty, family violence, improving well-being of children, elderly and of homeless. NASW is also seeking solutions to social problems at state, county and neighborhood levels.

NASW took an active part in pre-election campaign for Bill Clinton. It gave every kind of support to the candidate, for Arkansas NASW Chapter knew Clinton well through several years of successful cooperation with him. It was for the first time when a great number of social workers had supported the candidate who later won Presidency. At present the Federal Executive is regularly holding consultations on social issues with NASW. Besides, seven social workers had accepted Clinton's offer to work in his Administration.

NASW CONCERN OVER PROFESSIONAL DEVELOPMENT OF ITS MEMBERS

There is a good number of techniques which enable NASW to promote the professional development of its members and to enhance the quality of social work practice. First, it is the organization of continuing education and training, establishing and maintaining professional standards, development of NASW Code of Ethics, support of research in social work, setting up the system of accreditation of social workers, and publishing literature on social work, etc.

Annual National conferences as well as NASW regional conferences also contribute much to the development and maintenance of higher professional standards. Every year over 15,000 social workers take part in these conferences.

Promotion of social work experience is one of the NASW principal objectives which is realized in NASW

publishing activity. Such periodicals as "Social Work" and "NASW Newsletter" keep social workers regularly informed about innovations in social work practice. Other publications include "Social Work Abstracts" which may be obtained through computer network, as well as more specialized journals such as "Health and Social Work", "Research in Social Work" and "Education and Social Work".

NASW published Encyclopedia of Social Work, The Social Work Dictionary, Almanac of Social Work. NASW publishing house has produced over 75 books on different problems of social work and experience.

NASW library has a large collection of books and journals, different materials on social policy, on social work theory and practice.

NASW INTERNATIONAL ACTIVITIES

NASW is an integral part of the activity of the international community of social workers. NASW Peace and International department was established in 1988. The main tasks of the department are as follows:

- to establish contacts with professional organizations of social workers in foreign countries and to promote social work experience at home and abroad;
- to educate and enlighten NASW members on global interrelations and their impact on living conditions in the USA;
- to involve NASW members into international development;

- to protect social workers' rights all over the world;
- to contribute to non-violent settlement of conflicts;
- to promote international exchange of social work experience.

NASW International department is actively rendering services in the following spheres:

- 1) Professional training which includes:
 - spreading information on innovation projects abroad in the USA, setting up data bank on social work abroad;
 - publishing annual news letter;
 - assisting regional chapters in holding workshops;

- publishing textbooks, brochures, books and other materials.

- 2) Specialists exchange programs which include:
- rendering support and assistance to joint projects, undertaken by NASW regional chapters and foreign partners;
 - supporting international specialists exchange in social work;
 - meeting foreign specialists in the central NASW office and in NASW regional chapters.

3) Training projects and projects in rendering technical assistance include:

- organizing training, consultations and technical assistance to Federal agencies and NGOs which participate in international development;
- rendering services in training and in technical assistance to the practical organizations of social work with the aim of consolidating these organizations and introducing professional standards here.

NASW CURRENT PROJECTS

- Support of Russian NGOs in social sphere;
- Development of programs to control violence;
- Campaign: "NASW against violence";

- Education and fight for peace and justice;
- Project in training and in rendering technical assistance to Romanian Association of Social Workers.

* * *

In the course of its 40-year history NASW has emerged as a nation's powerful and influential professional association which maintains its democratic orientation in its work with people in the regions. The Association naturally blends its activity in social policy and in social work experience, it protects the interests of social workers and at the same time it stands for raising the level of well-being in the country.

Social worker profession has a promising vista in years to come in the country. The student enrollment

for a course in social work is increasing steadily, and the Universities are not in position today to accept all applicants for the course. As the number of social workers is growing, NASW membership and consolidation is growing too. NASW is now enhancing its influence on the societal life by protecting those who help other people in need.

*Tatjana Zimakova,
Manager of the Russian - American Project*

RUSSIAN-AMERICAN PROJECT IN ACTION

Within the framework of the project "Support of Russian NGOs in Social Sphere" National Association of Social Workers of the USA (NASW) provides training, purchasing of the equipment, renders information and technical assistance to its Russian partner - Association of Social Pedagogues and Social Workers (ASPSW).

Project objectives:

- to create new, more extensive and more effective systems of information exchange between NGOs of social sector;
- to form an effective professional organization of social workers;
- to develop and consolidate organization, management and information potential of the ASPSW regional chapters and other local social sector NGO in Mari El, Saha-Yakutia, Tuva, of Altai and Stavropol Krai, of Tambov region, and of the towns of Borovsk and Igrim.

The expected outcome of the project is the improvement of the system of social services and living conditions of the population in the regions.

Project tasks:

- training course in the essentials of NGO and non-profit management for Russian partners. The expected outcome of the training course is the consolidation of financial and organizational potential of over 200 NGOs in the regions;
- supplying regional chapters with communication and information equipment. In the course of the project computer system with adequate software, faxes and other

equipment would be installed in five regions of Russia: building up cooperation between the project participants while realizing joint social programs. Social programs would be conceived and developed at the project's workshops and later, carried out by local ASPSW chapters and branches. The similar workshops were conducted in Romania and Slovakia to consolidate ties between social services.

The project envisages training of specialists and providing information services for 8 regions in Russia, where ASPSW has its chapters. The project is aimed at solution of local social issues. And it is also directed at rendering direct technical assistance to no less than five regional branches as well as extension of social sphere NGO in at least three regions. In the course of two years ASPSW chapters not directly involved in the project as well as other concerned organizations will regularly get the information on the project progress. It is thought that after project completion ASPSW will continue the work in this direction.

First year

The first year would be devoted to consolidation of ASPSW and its chapters management; to training of leadership and trainers from the regions; to perfection of communication and information system; to developing a set of activities which would contribute to establishing fruitful cooperation with local NGOs and other organizations of social sphere.

One of the principal trends in the work is conducting workshops on regular basis which are timed to the quarterly ASPSW sessions: Planning the activities (October 1994, Moscow); Needs assessment and project design (December 1994, Kazan, Volzhsk); Project sources and working out the project (February 1995, Yasnaya Polyana, Tula); Strategic Planning (May 1995, Tambov); Management and project Evaluation (September 1995, Barnaul).

Another trend is the development of communication and information system. The project facilitates communication between NASW, ASPSW and its chapters

in the regions through such update means as faxes, E-mail, receiving, processing and disseminating the information in all forms.

The second year

The second year is devoted to spurring up activities in the regions. The principal task here is to build up cooperation of 3 ASPSW chapters with local NGOs in the course of social programs realization. The priorities here are as follows:

- conducting the regional workshop on planning the activities;
- conducting regional workshops on management for local NGOs;
- building up cooperation of ASPSW chapters with local NGOs;
- setting up the information and communication system for local NGOs and social sphere organizations.

For more information on the project, please, contact:

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REGIONAL REPORTS

(on the first stage of project realization)

1. MARI EL REPUBLIC

1.1. Republic of Mari El is situated in the middle part of the Volga region. The population is polyethnic; Maris are native people of the republic. Capital - Yoshkar-Ola. There are 7 towns and 11 rural districts in Mari El. The main social problems: indigence and poverty, unemployment, ecological pollution, disability among children and adults.

Mari El is mainly an agricultural area with paper mills, timber-processing and chemical industries.

1.2. Mari ASPSW chapter has a clear-cut organizational infrastructure in all towns and rural districts, where ASPSW elective bureaus act as local executive bodies. All in all there are over 3000 social pedagogues and social workers in the republic. They have been attested and underwent the primary specialization. Basic, pre-university and post-university specialist courses have been set up. Directly, in real conditions the project work is being carried out to try out models of social services. The entire town Volzhsk

is participating in the pilot project in which 236 family social pedagogues are directly involved in family work.

Chairman of Mari ASPSW chapter - Kryazhevskikh Nina (Deputy Chairwoman of Gosobrazovaniye of the republic)

Executive Director Mikhailov V.

Scientific supervisor Morova N., professor of Mari school of social work.

1.3. Mari ASPSW chapter is realizing the project "Occupational rehabilitation and employment of the disabled in Mari El".

The project envisages complex solution of the problems of disabled people in Mari El starting from diagnosing and differentiation of the problem components and ending with creating new jobs for the disabled. The project is aimed at prevention of unemployment among young disabled people, at their protection in the labor market, as well as at various types of social work with disabled children.

The preliminary stage includes:

- general characteristics of occupational rehabilitation of the disabled in Mari El;
- data on social and economic situation labor market for the disabled;

- assessment and perspectives of occupational rehabilitation and employment of the disabled.

The main tasks to control disability have been formulated on the basis of the obtained data, namely:

- creating national conditions which would contribute to exercising and defending rights, freedoms and legal interests of the disabled;

- providing access for the disabled to houses and to other objects of social infrastructure;

- setting up and developing special industries which would cater for the disabled, such as production of communication and information devices, transport means, special devices and appliances for household and for work;

- establishing medical, occupational and social rehabilitation of the disabled;

- providing medical and social expertise;

- providing information to rehabilitation and social protection service for the disabled;

- education, training and job placement of the disabled.

Rehabilitation of the disabled is viewed here as systematic activity of medical, psychological, professional, social and other levels of state services, of NGOs, workplace communities, of families and individuals, and the disabled themselves aimed at restoration of their health, useful capacity, and their social status.

1.4. Mari El ASPSW chapter will realize the project in close cooperation with government, non-government and commercial structures. An interdepartmental expert team, made up of the three sectors of the society, has been set up.

Mass media, research centers and universities are actively involved in the project.

It enabled us to involve specialists from different fields in the project, to consider opinions of disabled people themselves, their relatives and social services, to single out priorities in spelling out employment policy for the disabled.

II. STAVROPOL KRAI

2.1. Stavropol is a southern part of Russia. Over 100 ethnic groups live in Krai, but Russians are predominant as native population. A peculiar demographic layer is represented by cossakhood as a variety of the Russian population, with its unique deep-rooted customs and traditions. The capital of Krai is Stavropol. There are 12 towns and 19 rural districts in Stavropol. The main wealth of Krai is the land, which under wet warm climate produces high yields. Stavropol is predominantly an agricultural region with food processing industries.

Nevertheless, Stavropol Krai faces acute problems of refugees, unemployment and social protection of children and the elderly.

2.2. Stavropol ASPSW chapter lives through active period of extending its functions and activities. Until recently the work has been confined to 2-3 towns. At present ASPSW membership is 250, but in fact the number of members is growing rapidly with new ASPSW

branches appearing in the towns and districts of Stavropol. The organization and management structure is being perfected with the initiatives from grass roots.

Chairman of Stavropol ASPSW chapter - Gurov V. (protector of Stavropol school of social work)

Executive Director - Larskaya G.

2.3. Stavropol ASPSW chapter has initiated large-scale problem project "Social protection of the family and the individual", in which the following sub-projects have been singled out:

- "Unemployment in Rural Communities and Ways of Combating It" (the project site in Kotchubeevskiy district);

- "Social Work with Children" (the project is based at the neighborhood of comprehensive school # 26 of the city Stavropol);

- "Usage of Cossack Customs and Traditions in Social Work in Rural Communities (the project site is in Novoalexandrovskiy district);

- "Family Social Services System in Urban Areas" (Budenovsk based project).

At present project objectives and tasks have been spelled out for each particular sub-project, people responsible for concrete activities have been named, the stage of social diagnostics is nearing completion. All this allows us to plan the project in details.

For instance, preliminary survey conducted in Kotchubeevskiy district, has revealed a real picture of the problem (unemployment):

Total number of people employed	23,300
unemployed	13,200
	(by 1995)
Including:	
out of work for over a year	10,005
ex-servicemen (175 privates and 10 officers)	185
ex-prisoners	50
forced migrants	1870
mothers who take care of the baby	150
the disabled of the II group	60
redundant workers.	600

Similar analysis was made in other project sites.

2.4. Stavropol ASPSW chapter has now concentrated its attention on forming teams which include government, non-government and commercial organizations, as well as volunteers and clients themselves in each project territory. In fact here an alternative model of social policy management at the grass-root level is being formed.

III. TAMBOV REGION

3.1. The Region is situated in the Central Chernozem part of Russia, in an ecologically contaminated area. The population is over 2m., predominantly Russians. Acute social problems are the following: erosion of the Russian village, unemployment, poverty, refugees; criminal situation.

Apart from the common reasons of the economic crisis, a sharp aggravation of the economic situation is conditioned by a good number of enterprises of the military complex which have made redundant a considerable part of its workforce.

There are 7 towns and 23 rural districts in the region. Capital of the Region is Tambov.

3.2. Tambov ASPSW chapter has a strong central link (regional Board of Directors, qualification commission of training and professional development of specialists, etc). Whereas our infrastructure is still weak. ASPSW mechanism is being formed from above in Tambov region: from the center to villages and towns which is determined by peculiar situation in the region. In fact the process of establishing ASPSW itself directly affects the consolidation of social ties and to some extent contributes to the revival of dying villages and settlements.

Tambov ASPSW chapter is trying to solve these problems in close cooperation with government and non-government organizations, with businessmen, with schools of social work and with citizens of the towns and villages. This in fact explains the rapid growth of ASPSW membership in the region (over 3,000 social pedagogues and social workers). The close cooperation of the three sectors is the peculiar feature of the region.

Chairwoman of Tambov ASPSW chapter - Kulichenko R.M.
Executive Director - Djatchek T.P.

3.3. Tambov ASPSW chapter has initiated the project "Unemployment in a Small Town and Ways of Combating its Social Consequences". A small town Kotovsk and rural district Znamenskiy have been chosen as project sites. Unemployment rate in Kotovsk is higher than the average in RF (12.7%), latent unemployment is 50%. The greater part of the unemployed are women (54.1%) and young people (41.3%). There are many families with two or more unemployed, large families and disabled are also hit by unemployment.

It is hoped that Kotovsk project will serve as a model in solving social problems which are typical for the greater part of the region.

The project includes the following components:

- creating new jobs;
- bringing the latent unemployment down;
- creating in-home jobs;
- retraining the jobless;
- production reorientation of several enterprises;
- establishing communication with rural areas;
- developing small businesses;
- satisfying the vital needs of the unemployed and their families.

3.4. The initiative of Tambov ASPSW chapter on tackling the unemployment has found a ready response with governmental, commercial and NGO structures both at regional and local levels. Thus, a unique "creative union" of these organizations was set up in Kotovsk, which is likely to yield a rapid success of the project.

At present, a preliminary collection of information for data bank was carried out, a stage of social and diagnostic work was completed, living conditions in the families were surveyed and priorities in by-stage realization of the project were defined.

IV. REPUBLIC OF SAHA-YAKUTIA

4.1. Republic of Saha-Yakutia covers a huge part of North-Western Siberia and of the Polar North. Native population are Yakuts. Besides, such vanishing minorities as Evenks, Evenks also live here. Yakutia is made up of strikingly different areas, and this makes

it impossible to realize a project which would suit the entire republic. At the same time there are some common features typical for the greater part of Saha: such traditional subsistence activities and skills as reindeer breeding, hunting, fishing, trapping and fur-animal breeding is still a source of life and survival of the native peoples of the republic. This may serve as a basis for the revival of progressive ethnic traditions, customs and lifestyles of Saha peoples.

The most acute social problems: poverty, alcoholism and suicide.

Taimylyr and Iengra were preliminary selected as project sites: these settlements are worse hit by alcoholism, suicide and crime in the minorities of the Polar North. Suicide is the major social problem in both settlements.

The project feasibility is further enhanced by constructing the international airport in Neryungri area.

4.2. Saha-Yakutia ASPSW chapter has been formally registered, but it operates in fact in areas accessible only from Yakutsk. That is why the main problem and the idea of the project is to extend ASPSW activities to the minorities of the remote areas in the North of the republic. ASPSW activities are initiated here by people themselves, by volunteers and enthusiasts.

4.3. The theme of the project "Social Work in the Minorities of the North in Saha-Yakutia".

Two or three models of social protection of population in remote settlements are envisaged. They are aimed at the revival of vanishing minorities (Northern Evenks in particular) by improving psychological climate in the social environment, by controlling violence and drug lifestyles, by combating promiscuity and by consolidating the family.

Owing to huge distances and straitened finance we were only able to carry out the reconnaissance stage of the project.

4.4. Despite remoteness of the project sites from the ASPSW center, the ASPSW activists, volunteers have managed to make direct contacts with government and commercial structures in the settlements: with the military, with the Administration of Bulun ulus, with diamond-mining artel "Molodo" and with the gold mine on the island of "Bolshevik" in Taimylyr. While in Iengra the contacts have been made with the Administration of the town Neryungri and the settlement of Berkakit, with gold-mining artels with tribal reindeer breeding communities. The "Yakutugol" company will be involved later in the project, for at present it tries to overcome the earthquake aftermath.

V. REPUBLIC OF TUVA

5.1. Republic of Tuva is situated in the south of Eastern Siberia. The native population are tuvins. The capital is Kyzyl. There are 11 rural districts in the republic. Tuva is a social zone at risk. The most acute social problem is the problem of survival of the people of Tuva, a minority people who face today such problems as a sharp decline in birth rate, poverty, alcoholism, disability in children, social orphanage.

Tuva is an agricultural republic, cattle breeding is predominant here. Local trades and crafts are also developed.

5.2. Tuva ASPSW chapter had a clear-cut structure; its activities are varied and intensive. The unique feature of the structure is that ASPSW center is in

the settlement of Mezhegey, rather than in the capital of the republic. The chairman of Tuva ASPSW chapter works in Mezhegey. Mezhegey district is a trailblazer in social work in the republic. At present Tuva ASPSW chapter has its branches in each of 11 districts. A course and pre-professional school of social work is opened at Mezhegey at the republican center of social pedagogy and social work. Republican qualification commission has been set up. All in all there are over 700 social pedagogues and social workers in the republic. Much has been done in raising the young generation of social pedagogues who act as assistants and volunteers in pre-professional school of social work.

5.3. Tuva ASPSW chapter is realizing the project "The Family Problems in the Republic of Tuva Today".

The following tasks have been formulated:

- to reveal economic and social problems and to find the ways of solving the problems;
- to try out ways of family work on the basis of folk traditions and customs which would lead to spiritual revival of the family;
- to seek for real ways of social support and assistance to different types of families.

The project includes:

- analysis and application of different variants of raising the level of material well-being of the family under the conditions of market economy in the Republic of Tuva;
- pooling state financial resources to support the family;
- raising children in the spirit of traditions and customs of older generation.

5.4. Tuva ASPSW chapter has successfully managed the project by involving a number of ministries, government departments, commercial structures and non-government organizations into its realization. Creative unions, folk craft artels and clients themselves are taking an active part in the project.

A bright example of this close cooperation is the handover of Children's Center on the lake shore of Chagytai to Tuva ASPSW chapter which would be equipped and run on share-holding basis.

VI. ALTAI KRAI

Altai Krai is South-Eastern Siberia. Capital - Barnaul. It is a zone of social risk and ecological adversity. From 1980 to 1990 the incidence of cancer diseases increased from 267 cases to 286 cases for 100,000 of population. Other diseases are also on the increase. Consumer goods market and services are in the disbalance. Krai social infrastructure is at its lowest. The unemployment rate is mounting. Refugees are now here. The population is polyethnic. Compactly living Germans, Ukrainians, Altai, Kazakhs, Mordvas, Chuvashis, Kumandins, as well as relatively numerous groups of Jews, Armenians, Tatars and Caucasians are of special concern.

6.2. Altai ASPSW chapter unites researchers, practical workers and the faculty of schools of social work. Altai state University plays a major role here, for it is a large research center in developing regional social programs and practical social work. Altai ASPSW chapter's infrastructure directly in the local branches is much weaker. It is an Altai ASPSW chapter's task of today.

Chairman of Altai ASPSW chapter - prof. Grigoriyev S.I.

6.3. Altai ASPSW chapter has initiated the development and realization of the project on the optimization of social cooperation of the three sectors of the society in the region of ecological adversity.

The main objective of the project is the development and introduction of the model of the interaction of government, commercial and non-government organizations in social protection of Altai Krai as a zone of ecological adversity.

At this stage the project substantiation has been prepared, the analysis has been carried out which confirms that all three sectors consider it necessary to solve the problem of social protection of the population through joint efforts.

6.4. Factor analysis of the project has also been carried out.

VII. BOROVSK OF KALUZHSKIY REGION

7.1. Borovsk is a small town in Kaluzhskiy region (300 km from Moscow) with rich social, cultural and historical traditions. The town and district's social problems are: social defenselessness of children and old people, poverty, alcoholism, crime.

7.2. Despite the fact that ASPSW activity in Kaluzhskiy region is of formal character and is only limited to paper work, in Borovsk ASPSW works fruitfully and effectively. The town is gradually emerging as a model which would help to revive and develop social work in other areas of the region.

Chairwoman of Borovsk ASPSW chapter - Klochinova P.

Executive Director - Khristoforova S.

School of course and pre-professional training of social pedagogues and social workers has been opened.

7.3. The project theme: "Revival of Social and Cultural Traditions of a Small Russian Town". The project objective is to create an interdepartmental model of social services system in rendering social support to town-dwellers on the basis of historical and cultural traditions of Borovsk.

The principal contents of the project:

- to develop and substantiate theoretically social work in a small town (Borovsk); to work out methodology of social work with different categories of population;
- survey of social, cultural, ethnocultural, ecological and demographic situation in the town;
- creating humane educative environment in the town as a condition for self-development, self-realization and social protection of the individual;
- trying out methodology of work aimed at rendering social support to children, families, different categories of population; preserving and using cultural and historical assets of the town Borovsk;
- shaping Borovsk model of social services system and developing the institute of social pedagogues and social workers.

7.4. The project envisages a broad interaction of Borovsk ASPSW chapter with other institutions. Mayor of the town Kanunnikov A.S. is a member and co-author of the project. In fact there is no government or public organization in the town which does not participate in the project.

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VIII. IGRIM OF KHANTY-MANSI OKRUG OF TYUMEN REGION

8.1. Igrim is a typical settlement of Western Siberia, with population of 20,000. Igrim was set up to develop oil-fields. It is surrounded by peatbogs. High rate of unemployment, especially among young people. Social problems: problems of minorities survival (Khanty, Mansi and other Northern peoples), alcoholism, drugs, poverty.

8.2. ASPSW chapter in Tyumen cannot in fact reach such remote places as Igrim. An attempt to set up an independent ASPSW branch in Igrim is called upon to solve the problem.

The chairwoman of Igrim ASPSW branch - Grudo T.

A number of near-by settlements (19 settlements) have joined the chapter. It has turned out that it is much easier to solve their problems in Igrim rather than in Tyumen.

At present Igrim ASPSW chapter is rapidly gaining impetus: it trains specialists at the filial of the ASPSW Institute of Social Work and at the pre-professional school for specialists.

8.3. The project theme: "A Model of Social and Educational Institution of a New Type". The problem

of youth unemployment and as the result a sharp deterioration of psychic and physical health of young people is in the focus of the project.

The project includes:

- diagnostic survey and needs assessment of the population;
- developing the program of activity of social and educational Institution of a new type;
- occupational training of young people to satisfy the region's needs;
- creating new jobs for young people;
- training young people in new technologies;
- developing the program of psychological, pedagogical and recreational services;
- developing culture and leisure program for teenagers and young people.

8.4. Having initiated the project, Igrim ASPSW chapter is planning to realize it in close cooperation with 10 institutions of different type and subordination.

*Valentina Bocharova
Tatyana Zimakova*

LOWELL JENKINS IN THE EYES OF MARI STUDENTS

The department of social pedagogy at Pre-school Education Faculty of Mari State University named after N.K.Krupskaya was set up three years ago first as an extra-mural and then as a day department. The demand in training for this new field of social practice for the republic was caused in the first turn by conducting a republican pilot project "Children-family-neighborhood" in Volzhsk. Its objective is to create its own model of interdepartmental system of social services. It's quite natural that students and faculty show great interest in all aspects of social work practice in Russia and abroad, including the problem of teaching trainers.

The news that Aid of the USA allocated \$400,000 to ASPSW to realize the joint project "Support of Russian NGOs in social sphere" was received with great interest at the Faculty, for Mari El republic was also a part of the project. Both at the scientific discussions and at the lessons the main objectives of the project - to create new more effective system of information exchange between Russian NGOs, to consolidate the ASPSW professional organization and its Mari chapter, headed by the Deputy of the State Assembly of the Republic Kpyazhevskikh N.M. - have been actively discussed. One of the project tasks is the organization of training Russian partners in the basics of the management and development of the concrete social programs under the leadership of American colleagues.

Mari ASPSW chapter is represented at training sessions by N.S.Morova, deputy chairwoman of the regional chapter, and by V.Y.Mikhailov, a board member of the regional chapter. In our school we use widely a specific method of "afteraction", i.e. all the information obtained at Russian-American workshops by our representatives is passed on vertically to our structural units - into bureaus which operate in the majority districts and towns of the republic of Mari El. For instance, after Volzhsk workshop where PRA method was discussed in detail with the representatives of eight Russian regions, the similar workshop was conducted at Volzhsk Center of social pedagogy and social work. The real outcome of the workshop was the use of the method at preparing year papers by students of social work in the academic year of 1994-95, which were later presented at the student scientific conference. N.Linikhina, T.Generalova, S.Tarygin, V.Zaverkina, E.Kamenskikh, N.Novoselova and others are among those who presented their papers.

In her letter to the management and participants of the Russian-American project Eileen McGowan Kelly, the head of NASW international department, writes that the outcome of the preliminary work has surpassed all our expectations and we hope that all the project tasks would be successfully carried out and the objectives

would be reached which would guarantee our fruitful cooperation in future.

Lowell Jenkins, a professor of an American university is the one who trains our instructors. Russia is not the first country where he sets forward his methodology of training specialists, namely his 21 golden rules, which would secure the successful outcome of training. His calling is to teach people to communicate between themselves, to find the best sides of your interlocutor, to learn with your student.

But what kind of a man is he himself, Lowell Jenkins? How to represent his personality through the prism of his own principles? That is very important in social work practice. These and other questions were of interest to our social pedagogy students of the first year who have attempted to answer these questions using the photos which were kindly provided by the Master himself. On them we see Jenkins at the workshop opening, when this respectable gentleman already advanced in years ask the participants to throw paper balls at him, on which the participants have just written their disjointed fragmented ideas and suggestions for the coming workshop. The Master himself squats and smiles cunningly, all the time provoking the participants: "Think!", "Suggest!", "Try!" And in this photo we see him against the background of magnificent mountains of California, where not only sky, but air itself seems blue. And again he is in the heat of discussion trying to prove something and to persuade somebody. It is in vain to assert that a photo is static: each movement, each shot carries a wealth of information.

How did the Mari students answer the questions?

- "In my opinion Lowell Jenkins as good as his word, he is capable of creating an atmosphere of trust".

- "A.A. Bodalyev, a popular psychologist in his work "Perception of Man by Man" says that the first impression about your interlocutor is the most reliable impression. The first impression about Lowell Jenkins speaks about him as a multifaceted, bright and vivid personality. His manner of speech, the way he talks,

the way he listens to you, the way he communicates with other people the way he wears clothes - all this is strikingly remarkable".

"- Allan Pease in his work "Body Language" writes pose, gestures and mimicry speak of an open-minded person. This definition fits Jenkins perfectly: open palms, relaxed pose, trustful and attentive face is always turned to his interlocutor - all this characterizes him as an open and sociable man. His face is open to all who surround him. Judging by his sight he is a happy, life-loving man, when communicating with students he establishes a contact with ease and finds something new for his activity".

"- Lowell Jenkins spelled out 21 rules in training. Having learned these rules we have attempted to single out those which are typical and essential for Lowell:

- to look businesslike and self-disciplined;

- to understand, appreciate and encourage jokes, humor;

- to be attentive sympathetic listener;

- to quickly react to the audience;

- to be natural in teaching role".

"- Lowell Jenkins looks businesslike, but he is nevertheless fond of humor, he often makes jokes, he an active listener and he reacts readily to the audience, he is natural in his teaching role".

I think these revelations would be of interest to Lowell Jenkins himself. Isn't it a new field in psychology of human relations - perception of a social worker of one country by social workers of another country and another part of the world? It all confirms that we have much in common in our approach to social work and in social work training. And what is more important that social work should be taught by bright remarkable personalities!

*N. Morova,
Dean of Pre-school Education Faculty
of Mari Pedagogical Institute
named after N.K. Krupskaya*

PENSION OF PARADISE IN ZAMOSKVORECHJIE (or about genuine charity)

Old ladies were idly gossiping at the doorsteps of the house when I came up to them, greeted them and introduced myself. The one on the right, a little lady with tidy hair-do and with a touch of make-up suitable for her age, exclaimed; "But you are my colleague!" It turned out she had worked as a correspondent of the two central newspapers in the Baltic states, then as a war correspondent, and together with 2nd Ukrainian Front she had liberated Romania and Poland. At the advanced years she had been an organizer in the Central

Journalist House, later she had worked with children and teenagers in the neighborhood. Private life was not a happy one and in her eighties it became unbearable for her to live in a comfortable flat on a decent pension. As a woman of good common sense Olga Dmitrievna Kosareva realized that at this age it would be risky to stay alone within four walls. Should something happen and no one would raise an alarm (there is a great number of such cases in Moscow), and even though she felt good it was becoming more

НАЦИОНАЛЬНАЯ АССОЦИАЦИЯ СОЦИАЛЬНЫХ РАБОТНИКОВ США НАШ ПАРТНЕР

Национальная Ассоциация социальных работников США (НАСР) была создана в 1955 году в результате объединения различных ассоциаций, что сделало ее мощной и влиятельной неправительственной организацией. Сегодня она имеет 55 региональных отделений во всех американских штатах и территориях, а также международное отделение.

Основные задачи организации:

- Повышение профессионализма и качества социальной работы.
- Обеспечение целостности и признания высокого имиджа профессии.
- Разработка стандартов для защиты клиентов.
- Участие в разработке и реализации социальной политики, направленной на повышение качества жизни людей и улучшение социальной среды.

Руководство ассоциацией осуществляется выборной ассамблеей делегатов (300 человек), которая устанавливает общие цели и приоритеты НАСР и собирается один раз в три года. Кроме того, существует совет директоров (25 человек), который собирается ежеквартально. Он формирует и осуществляет конкретные направления деятельности ассоциации.

О членах НАСР

НАСР - крупнейшая в мире ассоциация профессиональных социальных работников. Она насчитывает более 150 тыс. членов, из которых:

- более 80% составляют женщины;
- 87% имеют степень магистра, почти 9% - докторскую степень и более 4% - степень бакалавра;
- более 90% членов имеют стаж свыше 10 лет социальной работы.

Большинство членов НАСР работают в сфере услуг:

- более одной трети заняты в сфере психологической помощи населению;

- другая треть оказывает услуги детям и семьям;
- более 12% - в сфере здравоохранения;
- около 5% - в сфере школьной социальной работы;
- 4,5% работают с престарелыми;
- более 3% - с инвалидами.

Законодательная и политическая деятельность НАСР

В США существуют сотни профессиональных ассоциаций, и каждая целенаправленно представляет и защищает интересы своих членов.

В отличие от этих ассоциаций НАСР ставит перед собой более широкие задачи. Она не только выступает от имени и в защиту своих членов, но и способствует совершенствованию американского общества, активно участвуя в формировании эффективной социальной политики и постоянно повышая качество и уровень профессиональной социальной работы в стране.

Основной офис НАСР находится в Вашингтоне, на Капитолийском холме, на расстоянии всего нескольких блоков от Белого дома, где принимаются основные решения в области социальной политики. НАСР активно влияет на ее формирование и принимает участие в решении таких вопросов, как борьба со СПИДом, проблемы бедности, насилия в семье, улучшение положения детей, престарелых, бездомных и т.д. НАСР также способствует решению социальных проблем на уровне штатов, отдельных районов и микрорайонов.

НАСР активно участвовала в президентской кампании Билла Клинтона. Она оказывала всестороннюю поддержку этому кандидату в президенты, так как арканзасское отделение НАСР хорошо знало Клинтона и работало с ним на протяжении нескольких лет. Впервые большое число социальных работников поддержало кандидата, который впоследствии стал президентом. В настоящее время федеральная исполнительная власть регулярно проводит консультации с НАСР. Кроме того, семь социальных работников приняли предложение президента Клинтона работать в его администрации.

Забота о росте профессионализма

Существует много методов, с помощью которых НАСР способствует росту профессионализма социальных работников и повышению качества социальной работы. Это организация непрерывного обучения и установление профессиональных стандартов, разработка "Кодекса этики" и поддержание исследований в области социальной работы, создание системы аккредитации социальных работников и публикация материалов и т.д.

Профессиональному росту социальных работников способствует проведение ежегодной национальной конференции и конференций, организуемых по инициативе региональных отделений НАСР. Ежегодно на этих конференциях обучается более 15000 социальных работников.

Одна из основных целей НАСР - распространение и пропаганда знаний в области социальной работы. Этому способствуют многие публикации НАСР. Периодические издания включают журнал "Социальная работа" и "Новости НАСР", которые постоянно информируют социальных работников о том, что происходит в области социальной работы. Другие публикации включают "Записки по социальной работе" (Social Work Abstracts), которые можно получить также по компьютерной связи, а также более специфические профессиональные журналы: "Здоровье и социальная работа", "Исследования в области социальной работы" и "Образование и социальная работа".

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НАСР опубликовала энциклопедию социальной работы, словарь по социальной работе, альманах социальной работы. Издательством НАСР было также опубликовано более 75 книг по самым различным вопросам социальной работы и практики.

НАСР имеет большую библиотеку, в которой собраны информация, различные материалы, книги и монографии, относящиеся к самым различным вопросам социальной политики и практики социальной работы.

Международная деятельность

НАСР является составной частью мирового сообщества социальных работников. Отдел мира и международного сотрудничества НАСР был создан в 1988 г. Основные задачи отдела заключаются в следующем:

- установление контактов с профессиональными организациями социальных работников из других стран и пропаганда достижений социальной работы в США и за рубежом;
- просвещение членов ассоциации в области глобальных взаимосвязей и их влияние на условия жизни в США;
- вовлечение членов НАСР в международное развитие;
- защита прав социальных работников во всем мире;
- содействие ненасильственному разрешению конфликтов;
- участие в международном обмене знаниями и практическим опытом.

Международный отдел НАСР проявляет активность и оказывает услуги в следующих областях:

1) Профессиональное обучение. Активность в этой сфере включает:

- распространение в США информации об инновационных программах в других странах, создание банка данных по зарубежной социальной работе;
- публикацию информационного бюллетеня один раз в год;
- оказание помощи региональным отделениям в проведении семинаров;
- публикацию учебных пособий, брошюр, монографий и других материалов.

2) Профессиональный обмен специалистами включает:

- поддержку и помощь совместным проектам, осуществляемым региональными отделениями НАСР и зарубежными странами;
- поддержку международного обмена специалистами в области социальной работы;

- организацию встреч с зарубежными специалистами в центральном офисе НАСР и в ее региональных отделениях.

3) Проекты в области обучения и технической помощи включают:

- организацию обучения, консультаций и технической помощи федеральным агентствам и неправительственным организациям, участвующим в международном развитии;
- оказание услуг в области обучения и техническую помощь практическим организациям сферы социальной работы с целью их укрепления и внедрения профессиональных стандартов.

Текущие проекты отдела:

- Поддержка российских неправительственных организаций в социальной сфере;
- Создание учебных программ в области борьбы с насилием;
- Кампания: "НАСР против насилия";
- Образование и борьба за мир и справедливость;
- Проект по обучению и оказанию технической помощи Румынской Ассоциации социальных работников.

* * *

За свою 40-летнюю историю НАСР превратилась в сильную и влиятельную национальную профессиональную ассоциацию, сохранив свою демократическую ориентацию на работу с населением в конкретных регионах. Ассоциация совмещает свою деятельность в области социальной политики и практики социальной работы, защищает интересы социальных работников и в то же время активно борется за повышение благосостояния в стране.

Профессия социальных работников имеет хорошие перспективы в США. Растет число желающих ее получить, и университеты уже не в состоянии принять всех абитуриентов. Поскольку растет число социальных работников, растет и укрепляется НАСР, постоянно увеличивая число своих членов и повышая свое влияние на жизнь общества и защищая тех, кто помогает другим.

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РОССИЙСКО-АМЕРИКАНСКИЙ ПРОЕКТ В ДЕЙСТВИИ

В рамках проекта "Поддержка Российских неправительственных организаций (НПО) в социальной сфере" Национальная ассоциация социальных работников США (НАСР) обеспечивает обучение, покупку оборудования, информационную и техническую помощь своему российскому партнеру - Ассоциации социальных педагогов и социальных работников (АСОПиР).

Цели проекта

- создание новых, более обширных и эффективных систем обмена информацией между российскими НПО социального сектора;
 - формирование более эффективной профессиональной организации социальных работников;
 - укрепление организационного, управленческого и информационного потенциала региональных отделений АСОПиР и других местных НПО социального сектора на территориях Республик Марий Эл, Саха (Якутия) и Тува, Алтайского и Ставропольского краев, Тамбовской области, городов Боровск и Игрим.
- Результатом выполнения проекта, как ожидается, станет улучшение системы социального обслуживания и условий жизни населения в данных регионах.

Задачи проекта

- обучение российских партнеров основам менеджмента и управления некоммерческими организациями. Результатом обучения и подготовки инструкторов должно быть укрепление финансового и организационного потенциала более 200 НПО в 8 указанных регионах;
- обеспечение средствами связи и информации, ввод их в эксплуатацию. В ходе реализации проекта обеспечивается закупка и установка компьютеров и программного обеспечения, факсов и другого оборудования в 5 регионах России. В 3 регионах предполагается оказать техническую помощь в овладении этими средствами связи и информации;
- укрепление сотрудничества между участниками проекта в ходе разработки и реализации совместных социальных программ. Социальные программы будут определены и разработаны в ходе предусмотренных проектом семинаров и реализованы местными НПО и региональными отделениями АСОПиР. Подобные семинары были успешно проведены в Румынии и Словакии для укрепления связей между социальными службами. Для успешной реализации разработанных проектов, при необходимости, будет предоставлена техническая помощь.

Данный проект обеспечивает обучение специалистов и предоставление информационных услуг для 8 регионов России, в которых АСОПиР имеет свои отделения. Проект предусматривает решение местных социальных проблем. Проект также направлен на оказание прямой технической помощи как минимум

5 региональным отделениям и расширение сектора НПО социальной сферы по крайней мере в 3 регионах. В течение 2 лет региональные отделения АСОПиР, не являющиеся прямыми участниками проекта, а также другие заинтересованные организации будут регулярно получать информацию о ходе выполнения проекта и достигнутых результатах. Предполагается, что по завершении проекта АСОПиР будет продолжать работу в данном направлении.

Год первый

Первый год работы посвящен укреплению системы управления АСОПиР и ее региональных отделений; обучению руководителей и инструкторов из регионов; совершенствованию системы связи и информации; разработке плана мероприятий, направленных на установление плодотворного сотрудничества с местными НПО и другими организациями социальной сферы.

Одно из основных направлений работы - регулярное проведение обучающих семинаров, которые приурочены к ежеквартальным сессиям АСОПиР: Планирование деятельности (октябрь, 1994, Москва); Оценка потребностей и планирование проекта (декабрь, 1994, Казань, Волжск); Ресурсы развития и составление проекта (февраль, 1995, Ясная Поляна, Тула); Стратегическое планирование (май, 1995, Тамбов); Менеджмент и оценка проекта (сентябрь, 1995, Барнаул).

Другое направление - развитие системы связи и информации. Проект обеспечивает связь между НАСР, АСОПиР и его отделениями в вышеуказанных районах России современными средствами, включая факсы и электронную почту; получение, обработку и распространение необходимой информации в форме писем, бюллетеней, журналов.

Год второй

Второй год работы посвящен расширению деятельности в регионах. Основная задача - укрепление сотрудничества 3 региональных отделений АСОПиР с местными НПО в ходе реализации социальных программ. Приоритетными направлениями работы являются:

Проведение регионального семинара по планированию деятельности.

Проведение региональных семинаров по управлению для местных НПО.

Укрепление сотрудничества региональных отделений АСОПиР и местных НПО в процессе осуществления социальных проектов.

Создание с помощью добровольцев системы связи и информации для местных НПО и организаций социальной сферы.

Если Вы хотите получить более подробную информацию

Штаб-квартира проекта - офис НАСР в Вашингтоне. Координация осуществляется менеджером, работающим совместно с руководством АСОПиР в Москве.

Для получения более подробной информации о проекте следует обращаться:

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РЕГИОНАЛЬНЫЕ ОТЧЕТЫ

(по результатам первого этапа выполнения проекта
"Поддержка Российских неправительственных организаций
в социальной сфере")

I. Республика Марий Эл

1.1. Республика Марий Эл - Среднее Поволжье. Население многонациональное; коренное население - марийцы. Столица - г. Йошкар-Ола. В республике 7 городов и 11 сельских районов. Основные социальные проблемы: нужда и бедность, безработица, экологическая загрязненность, инвалидность среди детей и взрослых.

Республика в основном аграрная, основные занятия - сельское хозяйство, скотоводство, промышленность - целлюлозно-бумажная, деревообрабатывающая, химическая.

1.2. Марийское отделение АСОПиР имеет четкую организационную инфраструктуру с подразделениями во всех городах и сельских районах, где избраны бюро АСОПиР как исполнительные местные органы. Всего в республике более 3 тыс. социальных педагогов и социальных работников. Проведена их аттестация, первичная специализация; налажена базовая, довузовская и поствузовская подготовка специалистов. Непосредственно в реальных условиях ведутся экспериментальные исследования по созданию моделей социальной работы. Один из городов (Волжск, 60 тыс. жителей) полностью находится в статусе эксперимента, где непосредственно в домах работают 236 семейных социальных педагогов. Председатель Марийского отделения АСОПиР - Нина Кряжевских (зам. председателя Гособразования республики); исполнительный директор - Валерий Михайлов (директор Волжского Центра социальной работы); научный

руководитель проекта - Наталья Морозова (профессор Марийской школы социальной работы).

1.3. Марийское отделение АСОПиР выполняет проект "Профессиональная реабилитация и обеспечение занятости инвалидов в республике Марий Эл".

Разработанный проект предусматривает комплексное решение проблем инвалидов республики, начиная от диагностики и дифференциации компонентов проблемы и завершая созданием и сохранением рабочих мест для инвалидов. Проект нацелен на профилактику безработицы среди молодых инвалидов, усиление их социальной защищенности на рынке труда, а также на проведение многоплановой социальной работы с детьми-инвалидами.

Проведенный предварительный этап включает: - общую характеристику состояния профессиональной реабилитации инвалидов в республике Марий Эл;

- данные о социально-экономической ситуации и рынке труда инвалидов;

- анализ состояния и характеристику перспектив профессиональной реабилитации и обеспечение занятости инвалидов.

В соответствии с полученными данными определены основные задачи, стоящие перед обществом в связи с инвалидностью, в том числе:

- создание государством условий для реализации и защиты прав, свобод и законных интересов инвалидов;

- обеспечение инвалидам удобного доступа к жилым зданиям и иным объектам социальной инфраструктуры;

- создание и развитие специальной индустрии для инвалидов по разработке и производству средств связи и информации, передвижения, технических приспособлений к труду и быту;

- организация медицинской, профессиональной и социальной реабилитации инвалидов;

- медико-социальная экспертиза;

- информационное обеспечение службы реабилитации и социальной защиты инвалидов;

- образование, профессиональная подготовка и обеспечение трудовой занятости инвалидов.

Реабилитация инвалидов рассматривается, таким образом, как системная деятельность медицинского, психологического, профессионального, социального и иного порядка государственных служб, общественных организаций, трудовых коллективов, семьи, отдельных граждан и самих инвалидов, направленная на восстановление их здоровья, трудоспособности и социального статуса, на максимально раннее и полноценное возвращение или включение в обычные условия жизни.

Медицинская реабилитация - комплекс лечебных и физических мер воздействия, направленных на восстановление нарушенных функций и здоровья.

Социально-трудовая реабилитация - система государственных и общественных мер, направленная на восстановление трудоспособности инвалидов, приобщение их к труду, соответствующему состоянию здоровья, личным склонностям и интересам производства.

Профессиональная реабилитация - возвращение инвалида к работе в своей профессии или достижение более высокой квалификации.

1.4. Марийское отделение АСОПиР, выступая с инициативным проектом, предусматривает его реализацию в тесном сотрудничестве с государственными учреждениями, неправительственными организациями и коммерческими структурами.

Создана межведомственная группа специалистов, включающая от государственных структур представителей министерств труда и занятости населения, образования, здравоохранения, экономики и финансов, социальной защиты, юстиции, промышленности, транспорта и связи. От общественных объединений в проекте участвуют республиканское общество инвалидов, ассоциация родителей детей-инвалидов, Детский Орден милосердия, комитеты общественного муниципального самоуправления.

Активно включаются органы печати и информации, научно-исследовательские учреждения и вузы.

Это позволило привлечь к проекту специалистов разных профилей, учесть мнения самих инвалидов, членов их семей и представителей семейно-социального окружения, выявить уже на данном этапе приоритетные направления политики занятости инвалидов с учетом их потребностей и территориальных особенностей.

II. Ставропольский край

2.1. Это - южная часть России. На территории края проживает более 100 национальностей, но преобладает коренное русское население. Своеобразный демографический слой представляет казачество как разновидность русского населения, но с глубокими специфическими обычаями и традициями. Столица - Ставрополь. В крае 12 городов и 19 сельских районов.

Основное богатство края - земля. В сочетании с теплым влажным климатом ставропольская земля дает богатые урожаи. В крае преобладает сельское хозяйство, промышленность в основном - обрабатывающая, пищевая.

При всем этом в Ставропольском крае, как и во всей России, остро стоят проблемы, безработицы, социальной защиты детей и стариков, а также беженцев.

2.2. Ставропольское отделение АСОПиР переживает активный период расширения сфер своей деятельности. До последнего времени работа проводилась в 2-3 городах. В настоящее время официально в крае - 250 членов АСОПиР, однако фактически их число быстро растет, создаются все новые и новые подразделения АСОПиР в городах и селах Ставрополья. Совершенствуется организационно-управленческая структура, растет инициатива снизу.

Председатель Ставропольского отделения АСОПиР - Валерий Гуров (проректор Ставропольской школы социальной работы); исполнительный директор - Галина Ларская.

2.3. Ставропольское отделение АСОПиР выполнило с инициативой осуществления широкого проблемного проекта "Социальная защита семьи и личности", в рамках которого выделены подпроекты:

- "Безработица на селе и пути ее преодоления" (на базе Кочубеевского района);

- "Социальная работа с детьми" (на базе микрорайона общеобразовательной школы № 26 г.Ставрополя);

- "Использование казачьих обычаев и традиций в социальной работе на селе" (на базе Новоалександровского района);

- "Система служб социальной защиты семьи в городских условиях" (на базе г.Буденновска).

В настоящее время по каждой территории четко обозначены цели и задачи подпроектов, определены группы исполнителей, завершается этап рекогносцировки и социальной диагностики, что позволяет каждый проект спланировать более конкретно.

Например, предварительное изучение ситуации в Кочубеевском районе (где целью проекта является социальная защита человека от безработицы и ее последствий) выявило реальную картину состояния проблемы:

- занятых в народном хозяйстве - 23,3 тыс. чел.;
- нуждающихся в трудоустройстве - 13,2 тыс. чел. (на 1995 г.);

из них: 10005 чел. - безработные уже более 1 года; 185 - уволены из армии (175 рядовых и 10 офицеров); 50 - возвращаются из мест заключения; 1870 - вынужденные мигранты; 150 - женщины, находящиеся в отпуске, по уходу за ребенком; 60 - инвалиды II группы; 600 - сокращены на предприятиях. Таким же образом проанализировано состояние проблемы в других обозначенных территориях.

По каждому подпроекту определены пути и средства решения проблем, разрабатываются планы и этапы реализации, в том числе - бизнес-планы.

2.4. Ставропольское отделение АСОПиР сконцентрировало свое внимание на формировании команд в каждой обозначенной территории, где реализуется подпроект, включающий все имеющиеся там государственные, неправительственные и коммерческие

организации, а также группы волонтеров, самих клиентов. По существу в этих территориях складывается альтернативная модель управления социальной политикой снизу, с опорой на диагностику проблем и дифференцирование функций всех институтов общества в их решении.

III. Тамбовская область

3.1. Расположена в центральной черноземной части России; экологически загрязненная территория. Население области - около 2 млн. чел., в основном русское. Проблемы - вымывание русской деревни, безработица, бедность, беженцы; тяжелая криминальная ситуация.

Резкое ухудшение экономической ситуации, кроме общих причин развала хозяйственных связей, обусловлено большой долей в экономике предприятий оборонного значения, высвободивших значительную часть рабочей силы.

В области 7 городов и 23 сельских района. Столица области - г.Тамбов.

3.2. Тамбовское отделение АСОПиР имеет сильное центральное звено (областное правление, квалификационную комиссию подготовки и профессионального развития специалистов и др.). Но пока еще слабо работает инфраструктура, механизм АСОПиР непосредственно на местах. Создается механизм АСОПиР в Тамбовской области главным образом "сверху", из центра - к селам и городам, что объясняется спецификой ситуации в области. Фактически сам процесс становления АСОПиР здесь непосредственно влияет на укрепление социальных связей и в определенной мере возрождение умирающих сел и деревень.

Решает эти проблемы Тамбовское отделение АСОПиР в тесном контакте и взаимодействии с государственными структурами, различными НПО, предпринимателями, школами социальной работы, а также при активном включении самих жителей городов и сел области. Этим объясняется быстрый рост числа членов АСОПиР (более 3 тыс. социальных педагогов и социальных работников). Тесное сотрудничество всех трех секторов является особенностью этой области. Председатель Тамбовского отделения АСОПиР - профессор Раиса Куличенко, исполнительный директор - Татьяна Дьячек, кандидат физико-математических наук, доцент университета.

3.3. Инициативный проект Тамбовского отделения АСОПиР - "Рост безработицы в малом городе и пути ликвидации ее социальных последствий". Для реализации проекта взяты сельский Знаменский район и типичный для области малый город - Котовск, где процент официальной безработицы выше, чем в РФ (12,7%); скрытая безработица составляет 50%. Наибольшее количество безработных - женщины (54,1%) и молодежь (41,3%). Среди них много семей, имеющих 2-х и более безработных, многодетных семей, инвалидов.

Предполагается, что выполненный в г.Котовске проект станет типовой моделью решения проблем, приемлемой для большинства территорий области. Проект включает следующие компоненты:

- увеличение рабочих мест;
- уменьшение скрытой безработицы;
- организация домашнего труда;
- переобучение безработных;

- переориентация деятельности некоторых предприятий;
- организация связи с сельскими районами;
- развитие предприятий малого бизнеса;
- удовлетворение жизненно важных потребностей безработных и их семей.

3.4. В связи с тем, что с безработицей как социальным явлением Россия столкнулась недавно, инициатива Тамбовского отделения АСОПиР нашла отклик у государственных, коммерческих и неправительственных структур - как на областном уровне, так и непосредственно на местах. В частности, в г.Котовске создан уникальный "творческий союз" этих организаций (включающий и самих жителей города), что позволяет надеяться на быстрый успех проекта.

В настоящее время проведен предварительный сбор информации для банка данных, завершен этап социально-диагностической работы, обследованы условия жизни семей, выработаны приоритетные направления деятельности по поэтапной реализации проекта.

IV. Республика Саха (Якутия)

4.1. Республика Саха (Якутия) охватывает огромную часть Северо-Западной Сибири и Крайнего Севера. Коренное население - якуты. Кроме того, здесь проживают такие малые народы, находящиеся на грани вымирания, как эвены, эвенки. В Якутию входит значительное число принципиально различных регионов, что делает невозможным осуществление проекта, охватывающего всю республику. В то же время есть общее, характерное для большинства территорий Саха: источником самосохранения коренных народов республики остаются традиционные отрасли северного хозяйства: оленеводство, рыболовство, охотничий промысел и звероводство. На этой основе идет возрождение прогрессивных национальных традиций, обычаев и нравов народов, населяющих республику Саха. Наиболее общие социальные проблемы: бедность, алкоголизм, суицид.

Предварительно определены для осуществления проекта поселки Таймыль и Иенгра, где наиболее тревожное положение с проблемами алкоголизма, суицида, а также криминальная ситуация среди малочисленных народов Крайнего Севера. В обоих регионах суицид стал одной из главных социальных проблем.

Реальность выполнения проекта в настоящее время подкрепляется тем, что в районе Нерюнгри создается международный аэропорт.

4.2. Саха-Якутское отделение АСОПиР формально зарегистрировано, но фактически работает в зонах, доступных влиянию из столицы - г.Якутска. До удаленных территорий влияние АСОПиР в Саха-Якутии пока доходит слабо - и это составляет основную проблему и тему проекта. Развитие деятельности АСОПиР в этих удаленных уголках Саха-Якутии идет снизу непосредственно от этих поселков и сосредоточивается вокруг инициативных людей, волонтеров.

4.3. Тема проекта "Социальная работа среди малочисленных северных народов в Саха-Якутии".

Предусматриваются 2-3 варианта моделей социальной защиты населения в поселках, удаленных от центра, что предполагает сохранение вырождающихся

малочисленных народов (особенно - северных эвенков) путем оздоровления атмосферы в социуме, борьбы с насилием и наркоманией, половой распущенностью и путем укрепления семьи.

Из-за больших расстояний и огромных финансовых трудностей пока лишь проведен рекогносцировочный этап проекта.

4.4. Несмотря на значительный отрыв центра (Якутского отделения АСОПиР) от удаленных поселков, где предполагается осуществлять проект, в обозначенных поселках активисты АСОПиР, волонтеры сумели наладить непосредственные деловые контакты с государственными и коммерческими структурами на местах. В Таймыре - это воинские части, администрация Булунского улуса, алмазодобывающая артель "Молодо", золотодобывающие прииски на острове "Большевик". В п.Иенгра установлены контакты с администрацией г.Нерюнгри и пос.Беркажит, с золотодобывающими артелями, родовыми оленеводческими общинами. АО "Якутуголь" из-за того, что сильно пострадал от землетрясения, включится в проект на более позднем этапе.

V. Республика Тува

5.1. Республика Тува расположена на юге Восточной Сибири. Коренное население - тувинцы. Столица - Кызыл. Республика состоит из 11 сельских районов. Тува - зона повышенного социального риска. Проблемы: выживание народа тува - малого народа, резкое сокращение рождаемости, бедность, алкоголизм, детская инвалидность, социальное сиротство.

Республика сельскохозяйственная; в основном развиты - скотоводство, местные промыслы, в т.ч. художественные.

5.2. Тувинское отделение АСОПиР имеет четкую организацию, работает интенсивно и разносторонне. Особенностью является то, что центр этого отделения - не в столице республики, а в селе Межегей, где работает председатель Тувинского отделения АСОПиР К.К.Монгуш. Межегейский район - первопроходец в развитии социальной работы в республике. В настоящее время Тувинское отделение АСОПиР имеет свои структурные подразделения во всех 11 районах. На базе республиканского Центра социальной педагогики и социальной работы (в селе Межегей) работает курсовая и допрофессиональная школы социальной работы. Действует Тувинская республиканская квалификационная комиссия. Всего - более 700 социальных педагогов и социальных работников. Очень многое делается здесь по выращиванию молодой смены социальных педагогов, которые в школе допрофессиональной подготовки выступают как помощники, волонтеры.

5.3. Тувинское отделение АСОПиР реализует проект "Проблемы современной семьи в условиях республики Тува".

Поставлены задачи:

- раскрыть экономические и социальные проблемы и определить пути их решения;
- апробировать методы и формы работы с семьями на основе народных традиций и обычаев с целью духовного оздоровления семьи;
- найти реальные пути социальной поддержки и социальной помощи разным категориям семей.

Содержание проекта включает:

- изучение и применение разных вариантов повышения материального уровня семьи в рыночных условиях республики Тува;
- работу по объединению средств государственных структур на социальную защиту семьи;
- воспитание детей на традициях и обычаях старшего поколения.

5.4. Тувинское отделение АСОПиР успешно осуществляет управление проектом, включив в его реализацию целый ряд министерств (образования, социальной защиты, по делам семьи, молодежи), государственных организаций и учреждений, а также неправительственные и коммерческие структуры. Активное участие принимают в этом проекте творческие союзы, народные промысловые артели, сами жители.

Конкретным примером тесного сотрудничества стало общее дело, связанное с передачей Тувинскому отделению АСОПиР общереспубликанского оздоровительного детского центра на берегу озера Чагытай, оснащаемого и финансируемого совместными усилиями на долевых началах.

VI. Алтайский край

6.1. Юго-Восточная Сибирь. Столица - Барнаул. Зона повышенного социального риска и экологического неблагополучия. С 1980 по 1990 г. заболеваемость населения злокачественными новообразованиями возросла с 267 до 286 случаев на 100 тыс. Резко возросли показатели и по другим видам заболеваний. Разбалансированность потребительского рынка товаров и услуг. Низкий уровень развития социальной инфраструктуры края. Рост безработицы. Беженцы. Состав населения - многонациональный. Особого внимания требуют компактно проживающие немцы, украинцы, алтайцы, казахи, мордва, чувашы, кумандицы, а также относительно многочисленные группы евреев, армян, татар, выходцев из Закавказья, нуждающихся в социальной помощи.

6.2. Алтайское отделение АСОПиР объединяет исследователей, практиков и преподавателей школ социальной работы. Большую роль играет Алтайский госуниверситет - крупный научный центр в области разработки региональных социальных программ и развития практической социальной работы. Слабее выглядит инфраструктура Алтайского отделения АСОПиР непосредственно на местах. Это - задача сегодняшнего этапа развития Алтайского отделения Ассоциации. Председатель отделения - профессор Григорьев С.И.

6.3. Алтайское отделение АСОПиР выступило с инициативой разработки и реализации проекта оптимизации социального сотрудничества трех секторов общества в регионе экологического неблагополучия.

Основная цель проекта - разработка и внедрение модели взаимодействия государственных, коммерческих и неправительственных организаций в сфере социальной защиты населения Алтайского края как региона экологического неблагополучия.

На данном этапе подготовлено обоснование проекта, проведен анализ имеющихся материалов, подтверждающий, что со стороны каждого сектора (государственного, коммерческого, неправительственного) имеется понимание необходимости совместного решения проблем социальной защиты населения, и сформирована готовность работать совместно по проекту.

6.4. Для выполнения проекта проведен анализ факторов, способствующих успешной его реализации, а также сдерживающих процесс.

VII. г.Боровск Калужской обл.

7.1. Боровск - малый город в Калужской обл. (в 300 км от Москвы) с богатыми социокультурными и историческими традициями. Население - 16 тыс. жителей. Кроме того, Боровск - районный центр. Опираясь на него, Ассоциация работает в расположенных неподалеку поселках городского типа и селах Боровского района. Проблемы социальной незащищенности детей и стариков, инвалидов, престарелых; бедность; алкоголизм; правонарушения.

7.2. Несмотря на то, что в Калужской области деятельность АСОПиР носит формальный характер и ограничивается бумажными отписками, в Боровске Ассоциация работает эффективно, плодотворно. Для области город постепенно становится той моделью, которая поможет оживлению и развитию социальной работы в других территориях области.

Работает Боровский центр социальной работы, интегрирующий в себе функции и активы Ассоциации, научно-методический Центр, координирующий организационные усилия учреждений различных ведомств в социальной сфере. Председатель Боровского отделения АСОПиР - П.Ключинова, исполнительный директор - С.Христофорова. Работает школа курсовой и допрофессиональной подготовки социальных педагогов и социальных работников.

7.3. Тема проекта - "Возрождение социокультурных традиций малого города России". Поставлена задача создания модели межведомственной системы служб социальной помощи населению на основе историко-культурных традиций г.Боровска.

Основное содержание проекта:

- разработка и обоснование теоретических положений социальной работы в малом городе (Боровске), методик социальной работы с разными категориями населения;
- изучение социокультурной, этнокультурной, экологической и демографической ситуации в городе;
- создание гуманной, воспитывающей среды в городе как условие для саморазвития, самореализации социальной защиты личности;
- апробация форм и методов работы, направленных на социальную помощь детям, семьям, различным категориям населения, развитие инициативы, сохранение и использование культурных и исторических ценностей г.Боровска;
- формирование боровской модели служб социальной помощи населению, становление и развитие института социальных педагогов и социальных работников.

7.4. Сама направленность проекта предусматривает широкую сеть взаимодействий Боровского отделения АСОПиР с другими учреждениями и организациями. Мэр города Канунников А.С. - непосредственный участник и один из авторов проекта. Фактически в

городе нет ни одной государственной или общественной коммерческой структуры, которая бы не участвовала в этом проекте.

VIII. пос. Игрим Ханты-Мансийского округа Тюменской обл.

8.1. Игрим - типичный поселок Западной Сибири. Население - 20 тыс. жителей. Поселок создан для проведения нефтегазовых разработок, находится в окружении торфяных болот. Высокий уровень безработицы (особенно среди подростков). Проблемы малых народов (ханты, манси, других народов Севера). Алкоголизм, наркомания, бедность.

8.2. Действующее отделение АСОПиР в Тюмени (на уровне области) фактически не доходит до таких глубин, как Игрим и др. подобные сибирские поселки. Создание в Игриме самостоятельного отделения АСОПиР является попыткой решить эту проблему. Опыт Игримского отделения АСОПиР уже сегодня подтвердил успешность этой попытки. Возглавляет Игримское отделение Т.Грудо. К этому отделению примкнули многие близлежащие поселки (всего - 19 поселков) Ханты-Мансийского округа. Оказалось, что им ближе решать свои проблемы в Игриме, чем в Тюмени.

В настоящее время Игримское отделение АСОПиР быстро набирает силу, проводит обучение специалистов, открыв здесь филиал Института социальной работы АСОПиР и Школу допрофессиональной подготовки специалистов.

8.3. Тема проекта "Модель социально-образовательного учреждения нового типа". В центре внимания проекта - проблема занятости подростков и связанное с этим резкое ухудшение состояния психического и физического здоровья.

Проект включает:

- проведение диагностического обследования, изучение потребности населения в предлагаемых услугах;
- отработку программы деятельности социально-образовательного учреждения нового типа;
- осуществление профессионального обучения подростков в соответствии с потребностями региона;
- создание базы для трудоустройства молодежи;
- определение и предоставление им рабочих мест;
- отработку технологии производства;
- программу психолого-педагогических и оздоровительных услуг;
- культурно-досуговую программу для подростков и молодежи.

8.3. Выступая инициатором проекта, Игримское отделение АСОПиР предусматривает его выполнение с 10 учреждениями и организациями различного профиля и подчинения. Проработаны функции и конкретные подпрограммы деятельности каждой из них в рамках этого проекта (в том числе - НПО "Спасение Югры", АО "Газпром", администрация, департаменты образования, здравоохранения и др.).

ЛОУЭЛ ДЖЕНКИНС ГЛАЗАМИ МАРИЙСКИХ СТУДЕНТОВ

Отделение социальной педагогики при факультете дошкольного воспитания Марийского государственного пединститута им. Н.К.Крупской создано 3 года назад вначале на заочном, а затем и на очном отделении. Потребность в подготовке педагогических кадров в этой новой для республики области социальной практики была вызвана, в первую очередь, проведением в городе Волжске республиканского эксперимента "Дети - семья - микрорайон". Его цель - создать собственную модель межведомственной системы социальных служб. Поэтому вполне понятен интерес преподавателей и студентов ко всему новому, что связано с практикой социальной работы как в России, так и за рубежом, включая и вопросы обучения инструкторов, то есть самих преподавателей.

С особым интересом на факультете было воспринято известие, что Агентство по международному развитию США выделило Национальной ассоциации социальных педагогов и работников России (АСОПиР) грант в размере 400 000 долларов для реализации совместного проекта "Поддержка неправительственных организаций социальной сферы" в восьми регионах России, куда вошла и наша Республика Марий Эл. Как в научных дискуссиях, так и на учебных занятиях активно обсуждались основные цели проекта - создание новой, более эффективной системы обмена информацией между российскими неправительственными организациями (НПО), укрепление профессиональной организации АСОПиР и ее Марийского отделения, возглавляемого заместителем председателя Государственного собрания Республики Н.М.Кряжевских. Одна из задач, поставленных в проекте - это организация обучения российских партнеров основам менеджмента и управления, подготовка под руководством американских коллег конкретных социальных программ.

Марийское отделение АСОПиР на серии учебных семинаров представляют Н.С.Морова, заместитель председателя регионального отделения, и В.Я.Михайлов, член Правления регионального отделения. В практику нашей работы вошел метод своеобразного "последствия" - все новое, с чем познакомились наши представители на российско-американских семинарах, по вертикали передается в наши структурные подразделения - бюро отделения, действующие в большинстве районов и городов Республики Марий Эл. Так, например, после семинара, проходившего в г.Волжске, где изучался подробно метод БОУ с представителями всех восьми регионов России, подобный семинар был проведен с практиками при Волжском Центре социальной педагогики и социальной работы. Реальным результатом этой деятельности можно считать тот факт, что практики социальной работы, обучающиеся на заочном отделении по своей специализации, использовали этот метод при подготовке курсовых работ, которые затем были представлены на итоговую студенческую научную конференцию по результатам

деятельности за 1994-1995 учебный год. В их числе - социальные педагоги Н.Линихина, Т.Генералова, С.Тарыгин и другие, а также студенты В.Заверкина, Е.Каменских, Н.Новоселова и другие, обучающиеся на очном отделении.

В письме, адресованном руководителям и участникам реализации Российско-американского проекта, Айлин Мак-Гован Келли, директор по международным связям, пишет: "Предварительные итоги уже проделанной работы превзошли все наши ожидания и вселяют надежду, что намеченные цели будут успешно достигнуты, а задачи полностью решены, что безусловно обеспечит наше плодотворное сотрудничество в будущем".

В числе тех, кто обучает наших инструкторов, и Лоуэл Дженкинс, профессор одного из американских университетов. Россия не первая страна, в которой он предлагает свою методику обучения специалистов, а точнее, свое золотое "21 правило": каким должен быть наставник, чтобы процесс обучения был наиболее успешным и результативным. Его призвание - учить людей общаться между собой, находить лучшие стороны своего собеседника, учиться вместе с ним.

Но какой же он сам, Лоуэл Дженкинс? Как через призму предложенных им принципов можно представить его личность, что исключительно важно в практике социальной работы? Эти и некоторые другие вопросы заинтересовали студентов 1-го курса отделения социальной педагогики, которые и предприняли попытку ответить на эти вопросы, используя фотографии, любезно предоставленные нам для работы самим Мастером. На них мы видим Дженкинса во время открытия семинара, когда этот уже немолодой человек предлагает участникам субсидированного проекта бросить в него скомканные бумажки, на которых только что излагались разрозненные мысли и пожелания к предстоящему тренингу. Сам при этом он сидит на корточках и хитро улыбается, постоянно провоцируя участников: "Думай!", "Предлагай!", "Пробуй!". А вот он на фоне величественных гор Калифорнии, где кажется голубым не только небо, но и воздух. А вот он в процессе творческой дискуссии, опять что-то доказывает, убеждает. Зря говорят, что фотография статична - на каждой из них любое движение несет информацию, все работает на поставленную цель.

Какие же варианты ответа на поставленные вопросы дали марийские студенты?

"По-моему, Лоуэл Дженкинс - человек, не бросающий слов на ветер... Он умеет создавать атмосферу доверительных отношений".

"Бодалев А.А., известный психолог, в своей работе "Восприятие человека человеком" говорит о том, что "первое впечатление о вашем собеседнике - это самое верное впечатление о нем..." Первое же впечатление о Лоуэле Дженкинсе говорит о нем, как о многогранной, яркой, живой личности. Очень интересна его манера

одеваться, говорить, слушать, общаться с другими людьми".

"Алан Пиз в своей работе "Язык телодвижений" писал: "Об открытой натуре говорят его жесты, поза, мимика". Это определение очень подходит к Лоуэлу Дженкинсу: открытые ладони, раскрепощенная поза, доверчивое и внимательное лицо, повернутое к собеседнику - все это говорит о нем как об искреннем и коммуникативном человеке. Его лицо открыто для окружающих его людей. Судя по его взгляду, он очень жизнерадостный человек; общаясь с учениками, легко входит в контакт и приобретает для себя что-то новое для своей деятельности".

"Лоуэл Дженкинс сформулировал 21 требование к обучению. Мы, ознакомившись с его требованиями, попробовали выделить самые важные и наиболее существенные для Лоуэла:

- выглядеть деловым, организованным;
- любить шутку, юмор;
- активно слушать;
- четко реагировать на происходящее в аудитории;

- чувствовать себя свободным в роли учителя".

"Лоуэл Дженкинс выглядит деловым, но тем не менее очень любит юмор и очень часто шутит, активно слушает и реагирует на происходящее в аудитории, свободно держится в роли учителя".

Я думаю, что эти откровения заинтересуют и самого Лоуэла Дженкинса. Не новая ли это область в психологии отношений - восприятие социального работника одной страны будущими социальными работниками другой страны и из другой части света? Все это подтверждает, что у нас много общего и в самом подходе к социальной работе, ориентированной прежде всего на оказание конкретной помощи конкретному человеку, и в методике подготовки социальных педагогов и работников. И при всем этом очень важно, чтобы этому умению учили нас яркие личности!

Наталья Морова,
декан факультета дошкольного воспитания
Магистерского педагогического университета им. Н.К.Крупской

Ассоциация социальных педагогов и социальных работников РФ начинает публиковать в своем журнале программные заявления и предложения прогрессивных общественно-политических движений, деятельность которых направлена на содержательно-позитивные, конструктивные изменения в социальной политике страны и оказание реальной поддержки различным слоям населения, социальную защиту каждой семьи, конкретного человека.

Ниже публикуется одно из них.

ПРОГРАММНОЕ ЗАЯВЛЕНИЕ ВСЕРОССИЙСКОГО ОБЩЕСТВЕННО-ПОЛИТИЧЕСКОГО ДВИЖЕНИЯ "СОЗИДАНИЕ"

Страна переживает глубочайший всеохватный кризис. Настроение энтузиазма и надежд, вызванное провозглашением перестройки, сменилось апатией и неверием в любую власть и любого политика.

Суть политики определяют коррумпированное чиновничество и новоиспеченная компрадорская буржуазия.

Народ все больше погружается в нищету и бездуховность, идет его вырождение.

Продолжается распад Великой Державы. Как могло это случиться? Есть ли в стране люди, способные преодолеть это состояние?

Такие люди есть! Идет трудный процесс их объединения. Учредители вновь образованного общественно-политического движения "Созидание", будучи профессионалами в науке, образовании, культуре, промышленности и производстве, банковском и предпринимательском деле, сельском хозяйстве, являясь ветеранами вооруженных сил, представителями казачества, рассчитывают

на широкое участие своих коллег, всех честных тружеников в этом движении.

Объединяясь в новом движении, мы исходим из следующих положений:

- преобразования, начатые в нашей стране девять лет назад, были обусловлены объективными причинами и реальными противоречиями, накопленными в предыдущие годы; однако драма и трагедия этого процесса состоят в том, что политическое руководство страны и тогда, и сейчас оказалось не в состоянии выработать и предложить обществу конструктивную программу реформ; по существу, оно стало на путь, который характеризуется в мире как измена национальным интересам, в результате искусственно был разрушен Советский Союз, а Россия, правопреемница СССР, как великая держава низводится до положения страны третьего мира;

- Советский Союз относится к числу наиболее развитых стран мира как по своему производственному, интеллек-

Altai' region

Cooperation in the cause
of survival and well-being

THE PROJECT

"OPTIMIZATION OF SOCIAL COOPERATION OF THE THREE SECTORS OF THE SOCIETY IN THE REGION OF ECOLOGICAL ADVERSITY"

(The Development and Introduction of the Model
of Interaction of State, Commercial and NGOs
in the Social Protection of Population of Altai
Krai as a Region of Ecological Adversity (REA).

1. The executor: Training-scientific-production complex
"Sociology, Psychology and Social Work" of Altai State University (ul.
Dmitrova, 66, Barnaul, Russia 656099, tel 22-21-14, 22-59-18)

2. The applicant: Altai Branch of ASPSW of RF (ul. Dmitrova, 66,
Barnaul, Russia 656099, fax: 8-385-2-22-53-45)

3. Supporting organizations:

1. Altai Administration Committee on Social Protection
2. Altai Administration Committee on Overcoming the Aftermath
of Influence of Semipalatinsk Testing Ground
3. Altai Regional Center of Siberian Branch of RAE

4. The project scientific supervisor: Grigorjev S.I., Doctor of
Sociology, professor, corresponding member of RAE, Academician of ASS,
Dean-director of TSPC "Sociology, psychology and social work" of ASU.

Executive Director: Demina L.D., Cand. Psych. Sc., dozent, the
Head of the Department of ASU.

5. The project geography: Altai Krai of RF

6. The project duration: 1996-1998 (three years)

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7. The project cost:

- total cost - \$397,000, including \$160,000, financed by RF
- cost in 1996 - \$150,000, including \$75,000 financed by the sources inside RF.

8. Annotation

Optimization of the interaction of Governmental, commercial and NGO sectors of the society in provincial regions of Russia with a large scale anomalies of ecological development under the condition of transition to market economy is not only of social but of political significance as well. Moreover, this problem for the Russian society is practically new and undeveloped.

The main task of the project is the development and introduction of the optimal model of interaction of governmental, commercial and NGOs in social protection of population of Altai Krai as a region of ecological adversity (REA). The solution of the task will be carried out by the team of TSPC "Sociology, Psychology and Social Work" of ASU, which has a rich experience in the realization of regional, federal and international projects in education and social protection of population, including projects financed by Soros Fund, by Getebourgh University (Sweden), by Education Fund of Alberta University (Canada), by RF Goskomvuz, Goskomzernobank and by the Ministry of Social Protection of RF. The outcome of the projects culminated in setting up College of Social Sciences in Altai, Crisis Center for Men, and in publishing a number of textbooks of social work.

The project will be carried out in close cooperation with several government, commercial and non-government organizations. The fact that the government still plays the leading role in the social protection

of the population of the region, including people who were affected in the areas of ecological adversity, is also taken into consideration. In this connection the project team views active involvement of commercial structures and NGOs in social support of population as the main guideline of attaining the project objective. This determines the research methods and the character of the prograde in optimizing the interaction of the three sectors in the region, as well as interdisciplinary composition of the project participants.

The total cost of the project during three years amounts to \$397,000, including \$160,000 financed by the sources inside RF.

9. The project objective.

The principal project objective is to develop and introduce in practice the model of the interaction of government, commercial and NGOs for social protection (support) of the population of Altai Krai, which was affected by long-term nuclear testing in Semipalatinsk testing ground.

The developed model might be used in other territories, referred to as REA.

10. The project tasks

In attaining the objective we have to solve the following tasks:

1. Within the framework of Federal Legislature, to develop regional normative acts (regional Laws) which would provide the legal ground for the interaction of government, commercial and NGOs in solving the problems of social protection of population, affected by radiation, namely:
 - "On social Protection of the Population of Altai Krai";
 - "On Tax Policy in Altai Krai", which regulates legislature in forming the regional budget and which envisages legal

interest of the participation of the three structures in social protection of population;

- "On Charity in Altai Krai";
- "On Social Protection of Population, Affected by Radiation from Semipalatinsk Testing Ground"
- "On Social Protection in Education"
- "On Social Protection of Public Health Workers and Clients of Medical Services"
- "On Social Protection of Workers in the Field of Culture"
- "On Social Support of Refugees and Migrants, Settling Down in the Areas Affected by Radiation".

2. To develop the model of the complex social service within which the services would be provided by institutions of different type of property and also by individuals.

3. To develop social krai infrastructure both by government and commercial organizations to provide better service for people.

The fulfillment of the above mentioned tasks will be made possible, provided that the Committee is set up in which, on the basis of equal partnership, the three sectors would actively interact in social protection of population, affected by radiation from Semipalatinsk testing ground.

Alongside with statistical and analytical methods, observation, interviewing, questionnaire and ranging would be used to evaluate the effectiveness of work when carrying out long-term tasks.

12. The analysis of the problem

Altai Krai population has been affected by the aftermath of arms nuclear testing on Semipalatinsk testing ground from 1949 up to 1967. The population of several areas of Altai Krai had been subjected to a

small dose of radiation and chemical influence during 40 years, mainly by air. Testing alone had brought about a continual total radiation of over 25 bars. The loss which had been inflicted on the population of Altai Krai resulted in impairment of physical, psychic and social health. Nine Krai's districts have been hit worst, while negative consequences have been observed in 33 districts. Meagre social infrastructure, disintegration of economy, inflation makes it practically impossible to carry out social rehabilitation. All these create a crying need for development and introduction of methods, ways and techniques which would enable to effectively coordinate government, commercial NGOs and non-profit organizations in their efforts to render help to the people, affected by the nuclear testing aftermath.

There are prerequisites which will make it possible to realize the project successfully: a number of institutions of higher learning train sociologists, psychologists, social pedagogues, administration staff, economists, lawyers, medical and social workers.

The project realization will meet both national and local priorities, for over 2,500,000 people might improve their material, personal and social well-being.

Despite the fact that Altai Krai is multinational, the proposed project does not contradict traditions, values, and beliefs of various people.

The state system of social protection of population in the form of the relevant Administration Committees would also be actively involved in the project realization.

NGOs are represented by Associations, Funds, Centers, Societies and other organizations.

The project might be realized at Altai Branch of ASPSW of RF, which has ties with different structures in the region.

The project execution does not upset ecological balance, for our principal task is to render social protection (support) to the people who suffered from nuclear testing, and that is an integral part of federal and regional social policy.

Draft

12. Budget (1996 - 1998)

For the project "Cooperation in the
cause of survival and well-being"

Section 1. The pay for the project participants

1. Scientific supervisor	\$360 x 36 months (0.5 s/u) = \$6480
2. Executive director	\$300 x 36 months (0.5 s/u) = \$5400
3. Senior researcher	\$200 x 36 months (0.5 s/u) = \$3600
4. Researcher	\$150 x 36 months (1.0 s/u) = \$5400
5. Junior researcher	\$100 x 36 months (1.0 s/u) = \$3600
6. Bookkeeper	\$120 x 36 months (0.5 s/u) = \$2160
7. Engineer	\$90 x 36 months (1.0 s/u) = \$3240
8. Secretary - IBM operator	\$70 x 36 months (1.0 s/u) = \$2520

Section II. The principal direct expenses

1. In-depth training of the project personnel:	
- conducting workshop on the project	\$5000
- providing the project participants and volunteers with manuals, reference and special literature	\$5000
- conducting counselling of volunteers and project participants	\$3000
- conducting training for the project participants	\$5000
- publication expenses	\$3000
- purchasing statistical data for the project participants	\$3500
2. Specialist exchange programs	\$25000

3. Exchange of literature with foreign experts	\$17000
4. The final conference on the project	\$33000
5. Xeroxing literature, handouts	\$10000
6. Purchasing audio- and videocassette for project participants	\$10000
7. Interpreting and translation	\$25000
8. Office rent (50% of the entire cost) 100 sq. m. x 3 (sq.m./ month) x 36 =	\$10800
9. Renting premises for conferences and workshop	\$10000
10. Renting and purchasing the equipment	\$110,000
11. Stationery, materials for Xeroxes, printers, etc.	\$6000
12. Travelling expenses	\$24000
13. Other expenses	\$5000

Section III. Indirect expenses

1. Telephone and post-office bills	\$5000
2. Amortization of the complex "SPS" of ASU	\$3000
3. Electricity bills	\$5000

4. Other communal services \$10000

Section IV. Purchase of equipment

1. Computer \$3000

2. Modem \$1000

3. Server \$1300

\$29000

4. Xerox

Total \$397000

N.B. 50% of the total expense is covered by Complex SPS
and another 50% is covered by a foreign partner.

Borovsk

THE APPLICATION
FOR THE PROJECT 'EDUCATIVE TOWN'
(The model of interdepartmental system of social services
in a small town)

The Applicant:

Borovsk regional branch of ASPSW of RF

Address: Ul. Lenina, 8
Borovsk, Kaluzhskaya obl.
249010, Russia

The project

executor: Borovsk Center of social pedagogy and social work

Address: Ul. Sovetskaya, 6
Borovsk, Kaluzhskaya obl.
249010, Russia
Tel. 4-42-15
c/a 01130519 in APB Borovsk, RKC Maloyaroslavets

Supporting

organization: Committee on Social Assistance to the Family and
Demographic Policy

Address: sq. Staryi Torg, 2
248661, Kaluga
Tel,4 -63-71

The project

manager: Klochinova P.D., director of the Center of social
pedagogy and social work in Borovsk (CSPSW)
Tel. 4-42-15

Geography of

the project: An old small Russian provincial town, 100 km from
Moscow (Borovsk)

Project

duration: 18 months -

starting February 17, 1995

closing August 1996

Total cost

of project: \$50,000; the sum of \$15,000 is applied for

The project is approved by Borovsk Administration and by the Regional ASPSW

Signatures of people responsible for the project:

Krasova N.

Klochinova F

Khristoforova C.

THE PROJECT ANNOTATION

An abrupt change of social, economic and political situation in Borovsk district, as an aftermath of the country's transition to market economy, has brought about the emergence of well-to-do people as well as deterioration of living standards of the greater part of the population.

Death rate exceeds birth rate by 2.2 times; this is, in part, accounted for by the age composition of Borovsk population with 45% of old people.

Unemployment has loomed menacingly (88% are women, 39% are young people).

The problems of the disabled people both children and adults of lonely elderly of social and psychological conflicts of alcohol (especially among women) homelessness (children), child abuse on the part of parents and of deviant behavior have sharpened. Of an

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alarming concern is under- development of almost all value attitudes among young people. Our opinion poll on quality of social, cultural and medical service 33% of all 169 respondents replied that the services are unsatisfactory. Innovation of the project in tackling social problems in the district is the creation of the model of interdepartmental service system to the population on the basis of historical and cultural traditions of the town Borovsk which would enable to change social policy radically, directing it to concrete family and individual. As an outcome of the project it is suggested to create humane educative environment in the town as a prerequisite for self-development and self-realisation of social protection of an individual. The object of the activity of the project is the entire town, its infrastructure, town residents, improvement of life quality of the entire population which will profit from the project.

PROJECT TASKS

1. To set up seven family services in the town during eighteen months of the project realisation:

- medical and psychological service,
- social work with physically handicapped people,
- work service with teenagers of deviant behavior,
- service for development of children's and youth initiatives,
- service of pedagogical animation,
- information service,
- legal and economic service for the family protection.

2 .To open shelters for homeless children (25 children).

3. To set up employment service for adolescence from 14 years of years.

4. To open ecological center when the first stage of the project is completed.

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5. To conduct three sociological surveys to find out residents' satisfaction with social services and to set up "family data bank".

6. To train three groups of social workers by Borovsk branch of ASPSW.

7. To develop and publish a collection of manuals on social work with different categories of population.

THE ORGANIZATION POTENTIALS TO REALIZE THE PROJECT SUCCESSFULLY

BOROVSK branch of ASPSW is realizing the project through the CSPSW of the town Borovsk which is a regional branch of the center of SPSW of RAE. Since 1990 Borovsk CSPSW has realized interdepartmental program "Children- Family - Neighborhood (microdistrict)", which gave birth to a new profession - social pedagogue.

The center has premises at its disposal in seven neighborhood of the town for work with families.

50 social pedagogues have been employed in the center. They were all awarded certificates of an international standard.

15 workers hold certificates of social pedagogues and social workers of the first, second and highest category, 60 people are trained in pedagogy. The greater part of the project work would be carried out by these personnel in their neighborhood in accordance with their speciality and qualification.

The center will actively involve in the project such social structures as in-home department of social help, of workers of culture, of health, education and of law enforcement bodies.

The Center has won respect with Borovsk citizens: according to the public opinion poll of 1994 82% of the town population support the Centre's activity.

Borovsk branch of ASPSW is supported by district and region Administration which is testified by the publications in the press.

EXPECTED OUTCOMES (by stages)

ACTIVITIES	STAGES		
	ORGANIZING	TRANSFORMING	CROWNING
1. Setting up 7 family services	1. Needs analysis of citizens in social services 2. To set up needs data bank 3. To analyze capacities of administration population	1. Forming services 2. Selection and training of personnel 3. Promoting the social services 4. Conducting enlightenment work on social services	1. Substantiation of expediency in interdepartmental approach to setting up social services 2. Organization of social and cultural activi- ties in neighbour- hoods 3. Setting up neighbourhood public Councils
II. Solving the problem of child neglect and reducing delinquency rate	1. Drawing up an information letter to region and district Administration on necessity of starting the shelter Drawing up the contract	1. Development of methodology of work with neglected child- ren 2. Working out mechanism of search and placement of children in shelter	1. Stabilization of child neglect and delinquency in the town 2. Involving all organizations into work with children and youth 3. Building up material and

<p>with Committee on property on renting premi- ses for shelter</p> <p>2. Adopting the rules for shelter</p> <p>3. Selection of personnel</p>	<p>3. Forming groups of children in shelter in accor- dance with their psychological and age peculiarities.</p>	<p>technical base</p>
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<p>III. Helping teenagers from 14 to find jobs</p>	<p>1. Drawing up contract with Employment Center on creation of public works for young people</p> <p>2. Estimating cost of social servi- ces and public works</p> <p>3. Adopting the rules of youth Labor Exchange</p>	<p>1. Creating 160 jobs for teenagers in social services sphere in summer camps of labor and recreation</p> <p>2. Creating jobs at towns' industries</p>	<p>1. Involving all structures in job placement of adolescents and youth</p> <p>2. Teenagers them- selves would be actively engaged in solving the problem</p> <p>3. To meet young people's needs in drawing up town's budget</p>
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<p>IV. Ecological education of population</p>	<p>1. Drawing up contract with "Green Cross" on setting up</p>	<p>1. Identifying priorities in activities</p>	<p>1. Involving popula- tion into solution of ecological</p>
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|--|--|---|
| Ecological Center | -Clearing up pine wood | problems |
| | - springs | 2.Working out original model of ecological work in the region |
| 2. Developing program of ecological education in collaboration with Committee on Ecology | - planting tress | 3.Active participation of citizens in bettering environment |
| | 2.Starting pre-professional training of ecological group | |
| | 3. Conducting expedition on Protva river in summer | |
| | 4.Involving citizens into 10 subbotniks to better the town's environment | |

- | | | | |
|---|--|---|---|
| V. Information collection and forecasting | 1.Forming 7 groups with citizens' participation to conduct polls polystructural interviews | 1.Conducting 3 polls on social and cultural problems and the extent of their solution | 1.Forecasting development of social problems in the region |
| | 2.Installation of computer | 2.To process data with computer | 2. Drawing up Information letters for the organizations concerned |
| | 3.Computer training of staff | 3. To set up analytical group at CSPSW | 3.Settting up information and forecasting service at CSPSW |
| | 4.Purchasing video | | |

5. Developing
opinion polls
6. Xerox
installation
7. Inviting expert
for analysis and
processing of
information

VI. Developing social pedagogues and social workers institute	1. Identifying town's needs in social workers	1. Organizing training course for social workers at CSPSW	1. Supplying district with qualified personnel
	2. Developing job interview methodology	2. Training and re-training of workers of town's social sphere	2. Creating system of professional selection of children with aptitude for social work
	3. Identifying finance sources for social	3. Awarding registered certificates to project's participants of ASPSW Borovsk Branch	3. Developing incentive system for active families
		4. Training at International School of Social Work at ASPSW of RF (10 students)	
		5. Opening school of pre-professional	

training of social
workers

6. To recruit a group of
volunteers into "School
of Mercy".

VI. Scientific methodo- logical base of social services model now in action	1. Proposals on material and technical equipment to organiza- tions concerned	1. Preparing recom- mendations for social work practice	1. Final development of social services model of project Substantiation of its personnel finance material and technical efficiency
	2. Summing up social work experience	2. Social help programs	2. Availability of programs and manuals for selection, training and retraining of social pedagogues of different specialization.
		3. Children and youth organiza- tions programs	

Igrim

Igrim project

Grudo T.A. - Director of Igrim CYC

Grudo A.I. - Chief Expert of Igrim CYC

DESIGNING AND SETTING UP A NEW MODEL
OF COMPLEX OUT-SCHOOL CHILDREN AND YOUTH INSTITUTION

THE PROGRAM OF PILOT WORK OF IGRIM CHILDREN AND YOUTH CENTER
(CYC)

Needs Assessment

The subjective need in conducting this type of work is determined by today's social and economic situation in the country. The transition to market economy is undoubtedly connected with job cuts and unemployment. And the most vulnerable part of the society under these circumstances is youth, one of the most dynamic and important part of the population which predetermines demographic, economic and social potential of the society, its perspectives.

All this aggravated by revision of values and ideals will inevitably breed a feeling of uncertainty and insecurity in young people in future.

The cut of school enrollment of pupils into 10-11 forms has relieved a large group of teenagers of 15-17 years of age, who, in fact, cannot find their place in today's society. This group is further supplemented by the students who were unlucky to enter institutions of higher learning as well as by young people who have completed their term of service in the Army.

It should also be mentioned that until recently it has been considered as bad manners even to speak about child labor, and that is why there is no special equipment and technology which would guarantee sanitary norms and would meet the safety measures standards for this type of workers.

If this group of the young population is neglected, then we are likely to expect the fall of morality and crime rise. This group would not only be lost for the society, but it would pose danger to the

society.

This program is called upon to seek solution to these problems.

The object of research. Out-school children-youth institutions in provincial areas with underdeveloped infrastructure.

The subject of research. Seeking ways for out-school organizations to provide young people in transition to market economy with social guidance and security.

The objective of the pilot project. To develop social guidance and a certain degree of social protection within out-school organizations with extended functions.

The tasks of research.

1. To analyze and forecast the trends and nature of development of CYC within five years in the context of social and economic development in the district, in a settlement.

2. To develop and test out the optimal model of organizational, financial and economic structure of CYC.

3. To create new technologies of occupational training in conformity with today's social and economic situation of the region:

- a) for school pupils, including disabled children

- b) for out-school youth, including disabled children.

4. To perfect the work of various circles with view of developing children's creative aptitude, their occupational guidance.

5. To set up school "Harmony" for children of 4-5 years of age to prepare them for easier transition to comprehensive school.

6. To modernize the functioning equipment and to develop special equipment which would naturally meet physical and psychological needs of young workers.

7. To develop technologies for processing local raw materials and resources within the capacity of the material and technical base of

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CYC.

8. To create favorable psychological climate in teenager groups and in their environment.

9. To analyze the capacity of each individual, each group of young people, to analyze the social and economic peculiarities of the region in order to identify priority strategies in our educational work.

10. Setting up small businesses at CYC

The hypothesis of the experiment.

Designing and creating the new model of out-school children-and-youth institution is postulated as follows: If the out-school children-and-youth institution would extend its functions, to enable CYC:

a) to prepare young people morally and psychologically for ever changing social and economic situation in the country, in the region.

b) to train pupils and out-school youth, including disabled children, for the professions and occupations, which are needed in the region. Trainees would be issued certificates of national type.

c) to set up workshops and small businesses to give jobs to young people including disabled young people. The young workers would be issued Labor books and would be entitled to their social rights; to develop technologies suitable for this category of workers.

d) to establish school "Harmony" for children of four years of age, which would prepare them for regular schooling.

This would enable us, first:

- to provide a psychologically favorable climate for teenagers and young people, including disabled children, while they stay at the institution;

- to instill a feeling of security in young generation, which is vital in today's social and economic situation:

- to substitute compensatory mechanisms of opposing himself with

creative deeds for the good of the society and for his personal satisfaction.

Second, it would enable us to give more jobs to this most vulnerable part of population by providing them with occupational training, which is required by the region, including professions based on local resources and traditional trades.

Third, it would positively tell on the criminal situation in the region.

Fourth, it would create opportunities to fully develop the child's personality by including him into various activities of CYC from 4 years of age.

Duration of pilot project: May 1991 - December 1996.

The stages in the pilot project: each stage is realized through separate programs, according to perspective and calendar plans.

FIRST STAGE

Developing the perspective and organizational CYC structure

SECOND STAGE

Carrying out complex needs assessment analysis and identifying the CYC potential in solving social, psychological and economic problems in the region. Looking for analogues in Russian and foreign pedagogical and social practice.

THIRD STAGE

The development of concrete methodologies and programs for creating favorable psychological climate among young people and adults in CYC; for social orientation of adolescents in today's social and

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economic conditions. Involvement of young people in creative activity.

FOURTH STAGE

Seeking licenses to train students and to issue certificates.

FIFTH STAGE

Setting up material and technical base of CYC workshops and organizing the production.

SIXTH STAGE

Setting up material and technical base of businesses at children and- youth workshops and organizing the production.

SEVENTH STAGE

The modernization of the present equipment and the development and production of the new equipment, in which physical and psychological peculiarities of young workers would be taken into consideration.

EIGHTH STAGE

Development of technologies for processing local raw materials, the design and production of relevant equipment.

NINTH STAGE

Development of the syllabus and programs for school "Harmony" and organization of work in the school.

TENTH STAGE

Development of rehabilitation program for adolescents and disabled children.

ELEVENTH STAGE

Annual analysis of the project outcomes, making amendments and evaluation of the obtained results.

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Mary El

MARI EL ASPSW

PRA IN SOCIAL WORK PRACTICE

OCCUPATIONAL REHABILITATION AND EMPLOYMENT OF THE DISABLED IN MARI EL

THE OBJECTIVE: to solve the problems of occupations rehabilitation, to secure employment, to create more jobs for the disabled, to prepare for and protect them in the labor market, to prevent unemployment among young disabled people.

TRIANGULATION: interdepartmental research team

I. MINISTRIES

1. Ministry of labor and employment
2. Ministry of Education
3. Ministry of Health
4. Ministry of Economy
5. Ministry of Finance
6. Ministry of Social Welfare
7. Ministry of Industry, Transport and Communications
8. Ministry of Justice

II. Committees

1. Employment Committee of the republic Mari El
2. Statistics Committee
3. The republican Committee on TV and Radio Broadcast

III. Research structures

1. Laboratory "Social Pedagogy" at Mari Pedagogical Institute named after N.K.Krupskaya
2. Technical and economic laboratory "Linek" at Mari Polytechnic Institute named after A.M.Gorky

IV. Public organizations

1. Mari El chapter of ASPSW of RF
2. The republican society of the disabled
3. The republican organization of All-Russian society for the deaf
4. The republican organization of All-Russian society for the blind
5. Yoshkar-Ola Association of parents of disabled children
6. Self-government neighborhood committees of Volzhsk and Orshanka
7. Active group "Miloserdiye" (Mercy) at the Faculty of Pre-school Education at Mari Pedagogical Institute.

This has enabled us to involve specialists from various fields in the work of the interdepartmental team, to cater for the disabled people's interests, their families and neighborhood, to identify the priorities in tackling the problem of employment of the disabled people in the context of their needs and the specific features of the regions.

THE SOURCE

OF INFORMATION: All the departments and organizations, listed above, furnish the relevant information on employment from 18 subjects of the republic.

PRA

METHODOLOGY

AND

INSTRUMENTS: - survey of secondary statistical data, which were incorporated in the reports of the interdepartmental team, review of the reference materials issued to the annual Day of the Disabled, of the results of the annual Fair of Vacancies, of republican press, etc.

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- direct observation of the disabled in training for new jobs
- interviewing the disabled people of different age groups to identify their priorities in the choice or change of their occupations; also interviewing parents of disabled children to facilitate occupational guidance off children
- ranging the obtained data in years (from 1985 to 1994), according to the group of incapacity (1,2,3), (singling out cases with developmental disability), according to the nature of disability (industrial accident, occupational disease, or general disease), according to the administrative areas of the republic.
- forecasting the labor market for the coming years
- drawing diagrams, matrices and tables in line with the project objective.

PRELIMINARY PROJECT PLAN

The stated objective and tasks made it imperative to single out three independent stages within the project.

I. THE GENERAL SURVEY OF OCCUPATIONAL REHABILITATION OF THE DISABLED IN MARI EL REPUBLIC

The plan calls for substantiation of:

- the situation of the disabled in the society as a whole and in Mari El in particular;
- the development of the terms "labor, occupational, medical and social rehabilitation" as a scientific ground of the project;
- a system of activities of social and labor rehabilitation, worked out with the help of PRA.

II. SOCIAL AND ECONOMIC SITUATION AND LABOR MARKET FOR THE DISABLED

It incorporates:

- social and demographic description of the disabled
- the effect of social and economic situation on the quantitative and structural composition of the disabled pensioners
- assessment of the labor market for the young disabled people.

Using the relevant data and the results of questionnaire, it is necessary to

- demand and supply in the workforce
- job placement of the unemployed disabled people;
- need in more jobs.

III. OCCUPATIONAL REHABILITATION AND EMPLOYMENT OF THE DISABLED

It calls for the analysis of the present state and perspectives of employment of the disabled:

- to seek and find vacancies;
- to determine the need in jobs quotas (using PRA method);
- to look for opportunities to create more jobs including jobs in public works;
- to substantiate the future development of system of training and retraining for unemployed disabled people;
- outline the ways of professional (occupational) guidance of disabled children and youngsters.

BY-STAGE REALIZATION OF THE PROJECT
(using PRA method)

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1. GENERAL CHARACTERISTIC OF OCCUPATIONAL REHABILITATION OF THE DISABLED IN MARI EL

The system of activities of social and labor
rehabilitation

The need in social and labor rehabilitation activities

setting industries	occupational guidance	dynamic observa-
ready for the use	of the disabled	tion and employ-
of the labor of		ment follow-up
the disabled		

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Preparing the disabled	
to work in industries	
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Job placement of the disabled

Social and labor adaptation
at the industries

II. SOCIAL AND ECONOMIC SITUATION AND LABOR MARKET FOR THE DISABLED

The social and demographic characteristic of the disabled has been changing recently in its quantitative and structural composition, in the increasing supply of workforce in labor market, in relieving

pensioners from their jobs. There is a growing number of the disabled who are looking for jobs while the industries are reducing the number of jobs for this category of workers.

To assess the situation in the labor market and to determine the level of employment among the disabled, the statistics as well as the information from The Society for the Disabled was used.

Out of total number of pensioners, 12.3% are the disabled, including 81.7% who were pensioned off due to general diseases, 6.9% as the result of industrial accidents or occupational diseases, 3.2% are ex-servicemen and 8.2% are developmentally disabled. The greater number of the disabled live in Yoshkar-Ola, Volzhsk as well as in Gornomaryysk, Zvenigovsk, Medvedevsk and Morkinsk districts. On the whole there is evidence of increasing number of the disabled of the third group.

Lowering living standards make the disabled to seek jobs, they are becoming frequent visitors to the departments of labor and employment. During 1992 and the first half year of 1993 220 disabled pensioners applied for jobs in the bureaus and centers of labor and employment. Over 500 disabled pensioners of the third group are now registered in the labor market. 35.9% of the clients were made redundant, the greater part of the disabled are from 30 to 45 years of age.

The assessment of the labor market, its prognostic value serves as a starting point in the development of the program of the labor and occupational rehabilitation of the disabled.

III. OCCUPATIONAL REHABILITATION AND SECURING JOBS FOR THE DISABLED

By 1.06.93 4487 disabled pensioners were employed in the economy of the republic, i.e. 20.3% of the total number of pensioners, inclu-

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ding 279 pensioners of 1st group, 1131 of the 2nd group and 3077 of the 3rd group.

INFORMATION LIST OF INNOVATION

I. LEGAL BASIS OF THE PROGRAM

WHAT	To speed up passing the Mari El Law "On the Disabled"	To initiate amendments to the Mari El Bill "On the Disabled" concerning their job-placement	To offer proposals to the Federal Service of Employment of RF in section 3, article 35 of the Law of RF "On Employment of People in RF" in part concerning the unemployed disabled people
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WHY	To get a legal base in controlling employment		
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WHERE	In the State Meeting of the Republic Mari El	In the Federal Service of Employment of RF
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WHEN	1995	December 1994	1995
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WHO IS RESPONSIBLE	The Government of Mari El	The Employment Committee of the Ministry of Labor and Employment
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WHO BENEFITS	The disabled	Republics of RF
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HOW	By getting legal guarantees for securing employment for the disabled
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THE COST	not estimated
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To monitor and control more effectively realization of the Law of Mari El "On regulation of relations in employment of people" of 22.01.1993 in the part of quoting jobs; setting up tax relief and liability of employers for not accepting the disabled for the vacancies.

To adopt the special decree of the Mari El Government on the social protection of the blind disabled people by securing job places for them.

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of the disabled

To the Employment Committee of
the Ministry of Labour and
Employment of the Republic
Mari El

In the Government of Mari El

through the whole period

Second half of 1993

The Government of the Republic
The Heads of Administrations
Tax inspection

The Government of Mari El

Mari El

for occupational rehabilitation
in Mari El Republic

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Directory of NGOs in Stavropol region.

Stavropol project

NGO activity covers all spheres of societal life: economy and human rights, science and art, culture and education, medicine and sports and many others. Few people know about these organizations. Moreover, NGOs themselves are not aware about other organizations inside the movement. However, they are worthy of a better public recognition. The third sector is a well-established fact in the world. It is a huge sphere of social life which belongs to neither State nor Business, but is an independent sphere of organized civil initiatives which are aimed at perfection of the societal life, rather than at getting personal gains.

Both the State and Business need the third sector, for it complements them, it creates a possibility for gradual transition from universal "state interest" to individual interest. Besides, the third sector is a kind of testing ground for large scale pilot projects for State and commercial programs and it is also a faultless indicator of public opinion. And finally, Society itself needs the third sector to solve ever emerging social problems by means of civil initiatives. Any non-profit social work is not the lot of failures. It is like any professional activity in the government structure or in commerce. People who are ready to work without pay are normal people, they are merely sure that their work is needed by People. At the same time it should be borne in mind that even the wildest enthusiasm is not boundless. That is why the third sector should become an independent part of the Society enjoying equal rights and getting all-round support both from State and Business.

New public organizations have been emerging since perestroyka. Long forgotten notions of charity and mercy have come in use. A number of charity organizations have sprung up to help the needy and defenseless. For a few years already without any support from the government these organizations have been tackling concrete problems in education, in culture, in public health, in social protection, in providing medical services in the civic social development. Now all these structures are trying to consolidate themselves in order to

coordinate their activities. There is actually no issue of uniting these organizations, but at present more important and serious issues are raised: what are the principles which would go into unification and interaction of the organizations of the third sector.

The priority task of the third sector of Russia is to establish interaction between powers. The development of a number of Laws and Acts on non-profit and public organizations, on political parties and on charity activities was included in the legislative work of State Duma in 1994. Public and religious organizations are actively involved in working out Acts and Laws. But mutually beneficial and fruitful work might be possible only if there is complete openness and feed back. We have to pool our efforts in legislative preparatory work.

NGOs should learn how to work with political parties and factions, with individual Duma members, with mass media. The bills regulating NGO activities should be discussed and agreed with NGO activists. In this connection we set great hopes on Council of public organizations at State Duma. Russian NGOs should find its worthy place in the new society, making use of rich experience of this type of the sector in Europe and in the USA.

SOCIETY FOR THE BLIND

ul. Krasnoflotskaya 88, UPP BOS
Stavropol
355041 Russia
Tel. 22-03-41
Deputy Director on Social Issues -
Dontsov A.A.

Stavropol branch of All-Russian Society for the Blind was set up in 1925. Alms were the only source of the society's existence at the start. The initial objective of the society was to provide the blind

and partially blind with jobs which are the simplest in technology, for instance, making ropes. However, by 1958 the society's material base was solid enough which enabled it to develop its own infrastructure.

The political and economic changes in the country have posed a liquidation threat before the society itself. Nevertheless, the society have survived even under these pressing conditions. The priority concern of today is to retain jobs for the blind, which have reduced from 300 to 108 jobs.

ARTIST'S UNION

ul. Komintern, 46 SO CXP

Stavropol, Russia

Telephone 22-12-21

Chairman of Stavropol branch of Union
of Russian artists -

Devishev I.B.

Stavropol branch of UAR was set up in 1937. The union associates artists, sculptors, art workers of the Krai. The objective of the union was to supply artists with government orders and to create favorable conditions for artists' work. At present while experiencing material hardships, artists are free in their artistic expression. Hence, today we have assumed new tasks - to assist artists in holding sales-exhibitions in Russia and abroad, to find sponsors, attempts are made to supply with housing young talented artists. In our fight for existence we are looking for other means and resources to support and retain the Union.

WRITER'S UNION

pr. K.Marxa, 78, CKO CPR

Stavropol

Tel. 23-15-65

Chairman of Stavropol branch of CPR -

Belousov I.E,

Stavropol Krai's branch of the writers' union was officially set up in 1937, but its history dates back to 1922 with the publication of the journal "Stavropolje". Today the Union is made up of 36 writers. The economic crisis has affected the Union's activity, but even under these unfavorable circumstances we are looking for ways to solve our problems and to support our writers in their creative work.

UNION OF ACTORS

lenin sq. 1

Kraidramteatr CO CTD RF

tel. 23-06-52

Chairman Allachkverdov V.M.

Stavropol Actors' Union was set up in 1937 as a filial of All-Russian Actors' Union. 170 members are registered today with the Union. The principal activities of the Union are as follows: conducting creative workshops for actors, active participation in festivals and activities of creative nature, holding contests of young talents, rendering assistance to people's theatres, providing social support to the needy members of the Union.

The drastic changes in the life of the country had affected our activities: we have to give up holding a number of festivals, creative exchanges. We are now looking for our sponsors. All Russian Union led by M.A.Ulyianov is giving us every kind of support.

STAVROPOL YOUTH UNION

Lenin sq. 1 Dom Sovietov

Stavropol, Russia

Tel. 23-07-68

First Secretary of Union Ulyianenko I.I.

Stavropol Youth Union was created on December 7, 1991. It is in fact, the only organization which caters for the interests of youth from 14 to 30 years of age. The Union objective is to create adequate conditions for all-round development of young people, to protect their rights and interests. 5685 members are registered with the Union.

The principal activities of the Union are as follows:

- delivering social services to young people (employment service. trust telephone);
- support to young entrepreneurs;
- support of gifted students;
- youth exchange with Russian and foreign youth organizations;
- organization of recreation activities;
- setting up interest groups.

The immediate task of the Union is the transformation of Youth Department into an independent committee with its own account, functioning together with the Union.

KRAISOVPROF

ul. Dzerzhinskogo, 116 b

Kraisovprof

Stavropol

Tel. 22-84-83

Chairman of Stavropol Kraisovprof -

Bryzhalov B.I.

Stavropol Kraisooprof is an elective body of voluntary primary industrial and territorial and other trade union organizations in Krai. It is set up to coordinate and consolidate trade union actions in protecting the legal rights and interest of workers and other groups of population. It is independent of state, industrial and commercial structures, it is not accountable before them.

The guidelines in the work of Kraisooprof are as follows:

- working out the ways of carrying out decisions of the interunion conference of trade unions;
- manages the budget;
- delivers methodological, organizational, counseling and legal service to its members;
- carries out activities delegated by the conference. Besides, Kraisooprof acts as a watchdog of timely payment of wages and all types of allowances.

Since 1992 Kraisooprof has been a juridical subject with the right of participating in pre-election campaigns, setting up its own businesses, insurance and share-holding companies, funds, to enter trade union and other banks, to conduct lotteries and to set up all kinds of financial activities.

WOMEN OF RUSSIA MOVEMENT

lenina sq. 1 Dom Sovietov

Women of Russia Movement

Stavropol

Nesterenko N.A. - assistant of the
State Duma Deputy Kozhukhova V.R.

In 1994 Women's Councils, which were set up immediately after the Revolution, decided to unite in a new political movement "Women of Russia", incorporating "Women of Russia" "Union of Women of Russian Navy" and "Union of Women-Entrepreneurs".

The first and chief achievement of the movement was electing 23 women-members to State Duma. "Women of Russia" are presented in all Duma Committees and the deputies of women's faction are keeping a close watch over legislative procedure trying to involve women in all vital spheres. However political interests of the movement are not confined to this. Decisive steps have been taken to maintain the status of women as equal participants of political life, as far as nominating a woman candidate for Presidency.

Krai "Women of Russia" movement amalgamates Association of Large Families, Committee of Soldiers' Mothers and Union of Business Women of Krai

COMMITTEE OF SOLDIERS' MOTHERS (CSM)

Ul. Lenina 1 Dom Sovetov CSM

Stavropol

Tel. 24-36-81

Chairman of Krai CSM and servicemen -
Mundirenko T.G.

CSM appeared in 1988 on the initiative of 14 soldiers' mothers whose sons were sent to Nagorny Karabakh only in two months after taking the oath. In 1992 Krai Congress of Mothers' soldiers was held which passed the resolution not to send sons into the Army until the Government promises to engage well trained soldiers who are serving in the Army under the contract. At present CMS is tackling the most urgent problems of Army service, namely, drafting soldiers in poor health, service in building battalions, racket and other irregularities in the Army, housing problems of servicemen, the problem of soldiers' leisure time. CMS is an initiator of a number of other actions.

COSSACKHOOD

Lenina sq. I Dom Sovetov KLC
Stavropol

Tel. 25-31-22

Ataman of KLC - Fedosov P.S.

Association of revival of rites and traditions of cossackhood was set up in 1992. In March-April 1993 the first All-Russian cossack krug was held in Moscow. In September 1990 the first cossack krug was held in Stavropol. The activity of Stavropol cossackhood is based on four principles.

1. Revival of cossack self-government
2. Economic principle. Principle of cossack land ownership and land use. The land is divided equally between male members.
3. Military service. Term of cossack service during which he undertakes military training or is involved directly in military service is 40-45 years
4. Spiritual and religious education.

At present the status of cossackhood is being revived in the nation: from Kraisoviet and State Duma we received the documents allowing people's election of ataman in cossack villages (stanitsas); the first cossack community of 96 members is established in stanitsa Rasshevatskaya; we have managed to form two cossack military detachments.

UNION OF AFGHANISTAN WAR VETERANS

Ul. Krasnoflotskaya, 32/315

UAWV SKTO PUVWV

Stavropol

Tel. 22-25-98

Chairman of SKTO - Peznitsiy S. V.

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The Soviet troops were withdrawn from Afghanistan in February 1989. In May 1989 a group of officers who took part in Afghanistan war appealed to President to grant the right to form Union of Afghanistan war veterans and in December 1991 the Krai Union of Afghanistan war veterans was established as an integral part of the Russian Union of AWV. UAWV as a NGO was set up to give moral, material, medical, legal support to its members.

The principal guidelines in the Union activity:

1. Unification - to facilitate setting up local branches of USW
2. Starting businesses. Despite a number of documents in which every kind of support is given to the Union members in starting businesses, all these documents are actually neglected and the Union members are in fact looking for their own means of existence independently.

3. Providing medical services. Our program envisaged setting up social and medical Center of rehabilitation with its own computer base data.

Apart from these principal activities the Union is actively involved in military and patriotic training of young people, by now about five sections for adolescents are functioning. We have created information- mail network which enables to communicate easily with district branches of the Union and to deliver regular and urgent help to the veterans.

RUSSIAN MERCY AND HEALTH FUND

Ul. Sovetskaya 3 BSKB RMHF
Stavropol
Tel. 23-20-33
Chairman of BSKB of RMHF -
Sutchkova N.I.

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Stavropol Krai branch of the Russian Mercy and Health Fund was instituted in February 1989. The Fund was set up to pursue noble goals and to render social, medical, moral and physical services which other government and NGO structures are not in position to render.

The Krai branch of the RMHF has singled out four priorities in its work.

1. Medical and preventive services (controlling diabetes in young people, rehabilitation of patients suffering from children's CP, aids, participating in alleviation of Chernobyl aftermath, etc.)
2. Charity activities
3. Providing social services to the population
4. Production activities.

CHILDREN'S FUND

Ul. Dzerzhinskogo 133, SKB RDF

Stavropol

Tel. 23-18-60

Chairman of SKB of RDF - Slezavin P.V.

Stavropol Krai branch of the Russian Children's Fund appeared in February 1988. It exists on charity from individuals and organizations. The principal objective of the Fund is to provide the material support to the needy by involving government and commercial organization into solving the most urgent problems of childhood.

The Fund is carrying out the following major programs:

1. The program "Sick Children" (catering for children affected by children's CP, for deaf and blind children, for disabled children, for aids children).
2. The program "Orphans" (Rendering material support to this category of children, consolidating the material base of Children's Homes and boarding schools).
3. The program "Family" (Rendering material support to large

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families, to indigent, incomplete and foster families).

4. The program "Gifted Children" The aim of the program is to render help to children from Children's Homes and from boarding schools, from large families, to disabled children to develop their artistic capacities.

The entire activity of the Fund is based on close cooperation with all government and NGOs structures. Over 300 organizations are collaborating with the Fund on continuous basis.

RED CROSS FUND

Ul. Lenina 217 a

Stavropol

Tel. 24-56-06

International Committee of the Red Cross carries out its activities in accordance with the Mandate, as determined by Geneva Convention of 1949. MCRC monitors the observance of international humanitarian law. In Stavropol Red Cross was established in 1870 as a public humanitarian organization. The Fund is supported by donations and by its own business.

The major activities of the Fund are as follows:

1. Helping refugees and citizens in trouble.
2. Promoting free blood donation.
3. Medical self- and mutual training in the country.
4. Forming mass detachment for disaster areas.
5. Training legionaries who are voluntarily sent to war.
6. Training volunteers who would sent to work in hospitals of developing countries.
7. Rendering help to gifted children.

KRAI PEACE FUND

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Pr. Oktyabriskoy revolutsii, 36

KF RPF

Stavropol

Tel. 23-15-68

Chairman - Ruzhnikov V.P.

Russian Peace Fund is peace-making NGO, which was set up in 1990. It immediately set out three objectives:

1. Peace in your home
2. Help to those in need
3. Spiritual culture and revival of Russia

The Fund and its branches are working in close cooperation with Government and NGOs.

The main trends in the work of the Fund are as follows:

- consolidating peace, internationalism, friendship and accord between peoples, developing mercy and humanity, extending international cooperation in the cause of peace, democracy and progress;
- harmonizing interethnic relations;
- promoting relations of Russian public circles with foreign NGOs and individuals who are fighting for nuclear-free and non-violent world, for demilitarization of social life and for human rights;
- renders material aid to the war, catastrophe and disaster victims;
- setting up its own businesses.

The core activity of the Fund will be incorporated in nearest future in the program "Peace in Your Home" which will promote harmonization of interethnic relations.

Tuva

THE PROJECT

THE PROBLEMS OF THE FAMILIES IN TYVA REPUBLIC WHICH WAS GIVEN THE STATUS OF NORTH AND POLAR NORTH AND THE WAYS OF SOLVING THEM

- Executor organization - Tyva Republic regional branch of ASPSW
- Applicant organization - Interrepublican Egey Center of social pedagog and social work
- Supporting organizations - Ministry of Education and Ministry of Social Protection of Population of Tyva Republic
- The project leader- Mongush Kara-kys Kozhai-golovna, the President of the regional branch of ASPSW and the Director of Interrepublican of social pedagog and social work
- Address - ul. Lesnaya 1 , flat 2 , selo Melezhey
Tandinskiy District, Republic Tyva
Russia, 668312
- The project geography - Republic of Tyva, Russia
- The project duration - 15 months (from December 1994 to December 1995)
- The total cost of the project - 300,000

Brief Annotation

The regional branch of ASPSW has become an acknowledged leader in the Republic when on the initiative of Center of Social Assistance it was set up in October 1992. It has united people who were interested in rendering social assistance to the population; its program was viewed as evidence of their concern for people's well-being, for the protection of their rights, for instilling moral values, for equipping

social pedagogues and social workers with new methodology, for looking for the new ways to survive in market economy and for strict implementation of Laws and Acts on improving housing conditions, on social support and protection. Ten district filials have become volunteer members of our ASPSW. Our Association has been doing much work in the development and introduction of social and pedagogical innovations, in establishing cooperation with all Government and NGOs. And the social pedagogues and social workers are actively engaged in the realization of the project "The problems of the families in Republic of Tyva, which was granted the status of North and Polar North and the ways of solving them", taking into consideration geographical position, ethnic traditions and language of the population in different districts.

The project objective is to nurture spiritual values in the family, to humanize interpersonal relations in the family and to facilitate the family survival during the transition to market economy.

The project tasks: to help the families in finding the ways which would enable them to survive in market economy and to contribute to spiritual development of the family.

Promotion and advertising of the project's philosophy and activity:

1. Regional seminars on the project
2. Training social pedagogues and social workers in methodology of work with the population within the project's framework
3. Educating and training families in all ways possible
4. Making the idea and progress of the project known to public through mass media
5. Conducting research on problems of the family
6. Approbation and introduction of the innovation in social work within the framework of the project

Duration of the project - 15 months (September 1994 - December 1995),

The expected outcome

1. Reducing the number of families at risk at 50%
2. Increasing the number of families actively involved in arat-farming by 80%
3. Raising living standards of people by actively involving them in business by 30%
4. Raising spiritual level of the families and humanizing inter-personal relations in the family
5. Reducing the crime rate in some types of crime
6. Reducing the death rate
7. Reducing unemployment rate by 50%
8. Attaining cooperation of the three sectors in social protection of population.

Resources:

I. Personnel resources

1. The project manager (responsible executive)
2. 2 instructors
3. A psychologist
4. A sociologist
5. 10 chief instructors(one for each filial)
6. 238 social pedagogues
7. Volunteers

II. Goods and equipment

A Videocamera, video-recorder and player, TV set, camera, typewriter, Xerox, fax, carbon paper, and other stationery materials

III. Transport service

Bus , lorry and air service

The total project cost - 300,000

INTRODUCTION

The Republican Center of social pedagogy and social work was set up at Mezhegisk secondary school which in 1989 - 1991 was one of 32 pilot schools of the RAE project "Schools in the Neighborhood" which had been working at the problem "Artistic and esthetic education of children and social work in the neighborhood". The work was completed by conducting the conference which approved the outcome of the experiment which had paved way to social work in the Republic and outlined its further development in future. In February 1992 Mezhegisk Republican Center of social pedagogy and social work was set up by the decision of the Ministry of Education, and in October 1992 Regional ASPSW Branch was set up which elected Mongush Kara-kys. the director of the Center, as its President.

The organization is purposefully and systematically perfecting the gained social work experience in the region. Besides it carries out the following activities:

- training personnel for social work methodology and practice;
- increasing professional level of social pedagogues and social workers of the republic;
- development , approbation and introduction of social and pedagogical innovations;
- establishing cooperation between the three sectors of the society;
- setting up the district filials of the Center.

The activities of the Center have been given a good coverage in the republican mass media. Besides, from September 1994 to December 1995 has been involved in the Russian - American project " Support of Russian NGOs in social sphere" with its own project "The Problems of the families in Tyva republic which was granting the status of North and Polar North and the ways of solving them".

NEEDS ASSESSMENT

The transition to market economy and economic instability has brought about the increase of families at risk in the republic, which may be described as follows:

- 9443 large needy families with 33,738 children;
- 10,367 incomplete families with 15,801 children;
- 1159 developmentally disabled children under 18;
- 2617 orphans under 18;
- 869 orphans are in foster families;
- 1370 children are adopted.

From here we may come to the conclusion that lower standard of living in this type of families has resulted in the increase of death rate, of number of orphans and of fatherless families.

The loss of spiritual values, low culture of interpersonal relations in the family has also resulted in:

- alcoholization of population
- crime increase
- instability in the family resulting in divorces
- birth rate decrease
- neglecting and quitting parental duties.

The family problems in the republic might be solved under the following conditions:

- enhancing material well-being of the families by involving them in arat-farming, in business;
- by urging the government to create new jobs for each able-bodied member of the family
- occupational training for family members, taking into consideration the needs and interests of every individual;
- by determining the level of pedagogical, psychological and

economical knowledge of family members and providing relevant instruction, using diverse methodology;

- by providing families with better wages, pensions and allowances.

All this is possible if the efforts of the three sectors of the society are pooled together in solving these social issues.

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THE MAJOR PROJECT ACTIVITIES

Nos	ACTIVITIES	TIME	RESPONSIBLE
1.	Regional republican workshops on the project methodology for the workers of the center of SPSW, for leaders of the Center filials and of cooperating organizations	twice a year	Republican branch of ASPSW Center of SPSW
2.	Incorporating the project methodology and materials into now functioning school of social pedagogues and social workers	three times a year	ASPSW branch SPSW Center
3.	Development of methodology to identify families at risk	Feb 1995	Mongut K.K. Mongut I.N.
4.	Training social pedagogues in methodology to identify families at risk	three times a year	SPSW Center
5.	The development of the program of	Jan	Mongut K.K.

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|--|--------------------|---|
| psychological, pedagogical and economical education of the families in Tyva | Feb
1995 | Mongut I.N.
Ondar Z.E.
Salchak L.P. |
| 6. The development of family education program based on ethnic traditions of Tyva | Jan
Apr
1995 | Salchak K.B. |
| 7. Educating and upbringing families by means of:
lectures contests film
talks round tables shows
consultations discussions presentations
training festivals | conti-
nuously | SPSW Center |
| 8. Coverage of the project progress in the republican mass media | conti-
nuously | Project
participants |
| 9. Research into history of family education on the material of customs and traditions of Tyva people | | Kanzai A.K.
Ondar Z.K. |
| 10. The final conference on the project "Pluses and Minuses of social work with families under the conditions of market economy | Dec
1995 | SPSW Center
ASPSW filials |

EVALUATION AND ACCOUNTABILITY

To get subjective and professional evaluation we might involve:

1. Ministry of Education of the republic
2. Ministry of Social Protection of the population
3. District Administrations, in particular Deputies of Administ-

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ration Heads in social work

4. Rural Administrations responsible for social work
5. Questionnaires and opinion polls.

The project progress is monitored by SPSW Center quarterly and, if possible, monthly.

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VOLZHSK

THE PROJECT
PEDAGOGICAL PREREQUISITES FOR SOCIAL PROTECTION OF CHILDHOOD

April 1995

The executor; Volzhsk Centre of social pedagogy and social
work of Mari El.

Supporting
organizations: Mari El chapter of ASPSW of RF
Ministry of Education
Ministry of Social Protection
Bank "SUN", APC "INTO", AKB "AYAR" of Volzhsk

Project Manager: Mikhailov V.Y.

Chief
coordinator: Board of Directors of Mari Chapter of ASPSW

Project
geography: Volzhsk of Mari El Republic

Duration of
the project: 1995 - 1995

The total cost
of the project; \$360,000

The contradictions of the contemporary society, all its
advantages are directly reflected in the family in the family

adversities are directly reflected in the family, in the family lifestyles. The social stratification is badly felt by coming

BEST AVAILABLE COPY

generation instilling into them a feeling of insecurity. It further aggravates our general problems of poverty, unemployment, a sharp decline of living standards of the population in general and of a concrete family in particular. All these result in deterioration of physical and psychological health of the young generation.

All sound prerequisites contributing to overcoming the crisis are initiated and developed in the family as the most vital cell of the society. Our future life will mainly depend on social well-being of the family, the kind of children this family gives birth to, and the way it raises them spiritually and physically.

The survey has been conducted to take appropriate measures to overcome the crisis.

SURVEY OF FAMILIES WITH CHILDREN IN VOLZHSK BY PRA METHOD

I. Survey team (of social pedagogues, neighborhood militiamen, representative of the departments of health and education, of NGOs). The representatives of these organizations are at the same time members of the Committee of public self-government.

II. The survey objective is to determine the level of social and pedagogical security (protection) of under age children in different type of families.

III. The information sources (passport bureau, comprehensive, music, art and sports school, institutions of culture and sports, militia, community activists (neighbors), Committee of public self-government of the neighborhood, pre-school institutions, commercial structures).

IV. Methodology (collecting secondary data, interviewing, direct observation, drawing up tables, ranging).

V. The progress of the survey.

1. The survey team obtained the information by processing data from secondary sources (data from passport bureau, statistical data and medical cards of the patients, etc.) about the family types and structures.

2. Determining the level of families' well-being (sources of information: neighbors, teachers, educators, book-keeping departments of the enterprises).

3. Meeting the family (direct observation, interviewing, drawing up checking lists).

4. Ranging (comparing well-being level, microclimate in the family. jobs placement).

5. According to the data obtained in the survey by PRA method, families with children are provided with all-round assistance (specialist consultations, job placement, accommodating (placing) children in pre-school institutions, getting allowances in rent and keeping fee in kindergartens, providing certain categories of people with food and clothes, providing children with food at low prices at enterprises, assisting in solving every day problems, involving families in all types of recreation activities, providing charity meals.

All these activities are organized through Committees of self-government of neighborhoods (microdistricts).

CONCLUSION ON PRA METHOD

This method of research enables us to analyze efficiently and in

detail any category of population, to identify family problems and help families adapt in new social and economic situation, to help every child find his place in life and to secure his social protection.

THE CAUSES OF THE PROBLEM

The social situation in the town today is extremely acute. Practically all town industries have cut the production. with increasing unemployment rate as a result. Whereas the cost of living is increasing daily. 70% of the town families live below subsistence level. 16,300 children are receiving monthly benefits. An average income per capita in a large family is 48,000 roubles, while in single mother families it is less and it equals 33,000. Children from indigent families are not, as a rule, socially protected.

Out of 6 teenagers' clubs only three are functioning at present, the number of interest groups has been drastically reduced.

Moral norms in children's upbringing are passed into oblivion, it is often the case that parents of families at risk lead amoral life, the educational potential of these families is very low, and as the result, it leads to delinquency (increase in the crime rate is 1.6%).

The town's environment is appalling, for the limit of concentration of contaminating substances is exceeded 100 times!

All this urges us to seek pedagogical prerequisite for realization of social protection of childhood.

The project objective is to create conditions for spiritual and physical development of the coming generation, to provide social protection of childhood in the by involving all organizations concerned.

Duration of the project: 1995 -1996.

The search and perfection of pedagogical conditions to realize the regional program of social protection of childhood is caused by increasing evidence of incomplete and indigent families, galloping unemployment, by increased rate of diseases.

There are 19,668 families with under-age children, 330 large families with three and more children in the town. There are 5320 incomplete families with 7652 children, including 563 single mother families with 605 children, 606 families with 769 children getting pensions due to the loss of the breadwinner, 6278 children being brought up in divorced families. There are 156 disabled children in the town.

The unemployment is on the increase. By 1.01.95 1310 people were on the dole, by May 1995 it went up to 1580 people.

All this results in impoverishment. In the Center of SPSW 600 children are getting benefits. 381,289 roubles were spent on each pupil for the last academic year, while only 60% of the sum was financed this academic year.

Pupils' health has decrease considerably, the number of children with poor sight is also on the increase:

1993 - 14.3% of all children

1994 - 15.5%

The quality and quantity has become worse:

body weight loss in 1993 - 3%

in 1994 - 4.9%.

Psychological stress has increased the number of neurosis:

in 1993 - 4.3%

in 1994 - 5.8%

One of the ways of overcoming adversities in social policy is the development and implementation of the program of social protection of childhood.

The project envisages the following:

- extending the functions and activities of the Center of SPSW

with trade unions, with institutions of culture and sports with various departments and organizations;

- active support of the town Administration, of industrial enterprises, businesses and public organizations.

There are 11 industrial enterprises, 3 processing factories, 10 comprehensive schools, 4 occupational schools, The House of Creative Activities, kindergartens, 9 medical service organizations, 7 municipal libraries and 16 libraries in educational institutions.

The population of the town is 63,000, 28.7111 men and 34.034 women. The average age is 40 - 43 years.

Ethnic composition of the population:

Russians - 42536

Tatars - 8234

Maris - 7844

Chuvash - 1308

NEEDS ASSESSMENT AND THE PROJECT REALIZATION

- comprehending the necessity of solving the given problem
- passive attitudes of young people
- crime rate increase
- pooling the sources of the three societal sectors to solve the problem
- fund raising
- analyzing social work experience in the town, Mari El, and in Russia
- involving people into active realization of the project.

POLITICAL FACTORS

- raising political and cultural level of population
- the project objective is in line with the ethnic and social

policy of the government

- Administration of the town, political leaders are really interested in the project implementation
- social protection of childhood will inevitably lead to spiritually and morally developed society.

ENVIRONMENTAL FACTORS

- making the environment better by involving people into cleaning and planting trees and shrubs, This would lead to lowering the level of disease incidence among children and would nurture moral qualities in people;

- long term program on the nature conversation in Mari El republic up to the year 2005 is now in effect as well as the national interregional program on the Volga revival.

FINANCIAL FACTORS

- the total cost of the project is estimated at 1,800,000.000 roubles;
- the project is financed by NASW (USA) and by ASPSW, by all three sectors of the society as well as by individuals;
- in the course of project realization it is envisaged to support materially all activities;
- substantial technical equipment would be used;
- we shall need university cooperation in training personnel for the project.

ADMINISTRATION FACTORS

The project is sufficiently manned with administration staff who would get training at special courses and would raise their professional level by self-education.

THE MAIN PROJECT ACTIVITIES

1. To ensure timely and full payment to all pensions, allowances, benefits and compensations which are due to the people
2. To set up daily consultation on social benefits;
3. In order to implement the principle of polling tax in delivering social services to people, it is deemed necessary to set up an analytical group with data bank on different categories of population;
4. To monitor jobs placement with the employers of all forms of ownership as well as to control the observance of labor Laws and Acts;
5. To open the secondhand shop "Miloserdiye";
6. To open hair dresser's saloon. where low income citizens can get the services at reduced rates;
7. To start repair service to fulfil orders of families with low income, and of disabled people;
8. To pay allowances quarterly to low income people, to diabetic patients and patients with blood disorders at the expense of the

Municipal Fund of social support of population;

9. To pay fully or partially the cost of the vouchers for children's summer camps;

10. To render one-time material aid to disabled children, to orphans and other needy category of population;

11. To hold the town's festivals devoted to Children Day, to the Disabled People Day, to Mother's Day as charity actions aimed at attracting public attention to children's real needs;

12. To encourage setting up interest groups of children and young people at schools, clubs and sports grounds;

13. To finance all festivals and mass activities.

RESOURCES NEEDED FOR THE PROJECT

1. Human resources (specialists and workers of the Center of SPSW, members of the Committee of self-government of the neighborhood, family social pedagogues, social workers, workers of the institutions of culture and sports, teachers, parents).

THE PROJECT WILL USE LOCAL RESOURCES

EXPECTED OUTCOME OF THE PROJECT

If the project is a success, there will be an increase in jobs, the network of interest groups and circles will be extended, a greater

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number of young people will be involved in creative activities. The institutions of culture and sports will function to the full, A shelter for children abused in the family will be opened. Adequate technical equipment would open the possibility of effective interaction of all organizations concerned. Favorable conditions would be created for harmonic development of the personality, for creating favorable climate in the family and society if the proper pedagogical leadership is effected.